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ABSTRACT

This project carried out by members of the school system presents a detailed description of the town of Suffield, Connecticut and its public school system, and then specifies the counseling services provided in the school system. It details the attempts to clarify the role of counselors as perceived by various parts of the school system (e.g., administrators, teachers); the congruity between counselors and other in perception; and the satisfaction and dissatisfaction of all concerned with the counseling services. Since the paper provides extensive details and specification of approaches as well as questionnaire content and responses, it can provide a practical guide and model for other schools and school systems interested in initiating their own research projects for assessing and evaluating their counseling services. (NG)

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A SELF-STUDY OF THE GUIDANCE AND COUNSELING DEPARTMENT IN THE PUBLIC SCHOOLS OF SUFFIELD, CONNECTICUT 1973 - 1974

ED 110 390

FOREWORD

This report represents nine months of work under a $3,500 Title III grant. It is more accurate to write, however, that this report represents the cooperative efforts of local and state officials, Suffield's administrative, teaching and guidance staffs, hundreds of parents, and students. The Guidance Evaluation Project has been fortunate to have experienced such a high level of commitment and concern from all those who were involved. Their contributions have made the completion of this stage of the study possible.

This report contains a wealth of data about how guidance counselors function from day to day as well as an equally large data summary of how people perceive counselors to function. In many parts of the study, the compiled data raised more questions than it answered and opened the researchers' eyes to possible relationships that were not appreciated before. The months ahead promise to hold many fascinating hours of reviewing these items and fashioning program decisions from them. Part of the summer of 1974 is to be devoted to this decision making. With the help of a second Title III grant the 1974-1975 school year is to be spent attempting to develop and implement a systems model

of guidance which meets, in the best possible way, the needs demonstrated by the data.

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UNDERSTANDING THE COMMUNITY

EDUCATIONAL, EMPLOYMENT and SOCIO-CULTURAL
PATTERNS OF SUFFIELD, CONNECTICUT

THE SCHOOL COMMUNITY

Suffield has changed in the past fifteen years from a predominantly self-contained agricultural community to a "bedroom" community for the Greater Hartford-Springfield area. The town maintains its rural character, while accommodating to the necessities of "progress." A million dollar shopping center now stands in the center of town, as does housing for the elderly, apartments, condominiums and a new library. A new civic center houses town governmental administrative functions and services. Far-sighted citizens helped the town purchase property on the West Suffield Mountain for a spacious park with a lake, and the Historic District Commission oversees the preservation of colonial homes, two of which are now museums. Farming is limited to about one-third of the town's 43 square mile area. There is some light industry in town: Union Carbide, Triangle Pacific Lumber Company, Hood Ice Cream, and Sweet Life Food Distributors, but many residents work in Hartford, Springfield, or the Bradley International Airport's industrial area.

Suffield is situated on the Connecticut River and is in the third ring of towns surrounding the urban area of Hartford, West Hartford, and East Hartford;

at the same time, is separated from Springfield only by the town of Agawam. Generally speaking, towns nearest Hartford have had a higher rate of increase in new residential construction, but as more land is built up in the inner areas, more growth pressure is exerted on the outer areas. Thus, Suffield's growth rate is expected to accelerate rather than remain at its present rate. At the present time, 15% of the housing units in the town are apartments, and the Zoning Board hopes to keep this figure under 20%. There is considerable pressure from builders for sub-developments. The largest tobacco company in town has recently been sold to a developer who plans to build 800 units. Proximity to Bradley Field is a stimulus to industrial development. At the same time, the noise factor from the airport creates problems for residential building. The new Wetlands Act, which has designated 62% of the area of Suffield as Wetlands, will restrict one-family houses. It is clear, then, that forces are at work to have Suffield grow while other forces are attempting to keep Suffield as it is today.

Some projections indicate that Suffield's present population of about 9,400 may double by 1990, so future plans must include a consideration of expanding town services. In recent years, sewers have been installed in the one densely populated part of town and plans for the gradual extension of the system

are under consideration by the Sewer Commission.

Suffield maintains three elementary schools: Bridge Street School, grades 1-2, West Suffield School, grades 1-2, Spaulding School, grades K345, a Middle School for grades 6-8, and a 9-12 High School which also includes a regional Vocational Agriculture School. More than 99% of the students in all these schools are bussed to school. Also located in the town is Suffield Academy, a privately endowed preparatory school for boys, which plans to expand into a coeducational program and St. Alphonsus College, a liberal arts school for young men aspiring to the Catholic priesthood. Extensive renovations were made to the Middle School last year and a large scale expansion program is currently reaching completion at the high school.

1970 census figures document that the pressures of mobility are affecting the residents of Suffield. Of the 8,634 persons counted, 54% were born in the state of Connecticut. Of those born in a different state, 83% were from a state in the Northeast. 5% of Suffield's population was foreign-born. Of the 7,962 residents over 5 years of age in 1970, 64% lived in the same house as in 1965. Voting records show that last year 250 persons were removed from the voting lists in town. The majority of these were

residents of Suffield's three relatively new multiple dwellings.

The population is 98% white. The remaining 2%, except for 10 individuals, were black. Grouped by age, 8% of the population is under five years of age; 35% is under 18 years of age. At the other end of the scale, 60% was 21 or over, while 8% was 65 years of age or over.

The educational pattern for 4,794 townspeople 25 years of age and over is illustrated below:

No school	2%
Completed 1-4 years	1%
Completed 5-7 years	5%
Completed 8 years	11%
Completed 1-3 years high school	17%
Completed 4 years high school	36%
Completed 1-3 years college	14%
Completed 4 or more years	14%

The median number of years of education for the group was 12.4 years.

The occupational pattern for 3,684 persons 16 years of age and over who were employed follows:

Professional, technical workers, including teachers and health workers	19%
Managers and administrators, salaried and self-employed	10%
Sales workers	7%
Clerical workers	19%
Craftsmen and foremen, including mechanics, repairmen and construction craftsmen	14%
Operatives, except transport	12%
Transport equipment operatives	3%
Laborers, except farm	3%
Farmers and farm managers	2%

Farm laborers and farm foremen	3%
Service workers, including cleaning and food service, protective service, and personal and health service workers	7%
Private and household workers	1%

When four major categories of work are considered, this same population (sixteen years of age and older) is grouped this way:

Private wage and salary workers	79%
Government workers	13%
Self-employed workers	7%
Unpaid family workers	1%

As an additional indication of the job opportunities for young people in the area, a survey of jobs held by members of Suffield High School's Class of 1974 involved in the work experience program was made. 50% of the young people in the program have gone out of town to secure employment in the neighboring towns of Enfield, Windsor Locks, Somers, and Springfield. The 49 students in the program hold jobs in the following categories:

Agriculture	8
Retail sales	15
Automotive	8
Office work	6
Industrial	12

Family income for the 2,224 families reporting income data is:

Less than $ 4,999	6%
$ 5,000 - $ 7,999	10%
$ 8,000 - $11,999	25%

$12,000 - $14,999	20%
$15,000 - $24,999	31%
$25,000 - $49,999	7%
$50,000 - or more	1%

Mean family income was $14,631; median income was $13,326. It was found that 60 families, or 2.7% of the families in town, were living on an income of less than poverty level.

UNDERSTANDING THE SCHOOL

SCHOOL PROFILE

Suffield Senior High School encompasses the public school population of Suffield and West Suffield. The 1973-74 High enrollment of 833 students in grades 9 through 12 includes approximately 112 students who are members of a regional vocational agricultural center and are integrated within the high school program. The high school was built in 1965 and underwent expansion that was completed in early 1974. The middle school enrollment of 572 hosts grades 6, 7, and 8. Three elementary schools with grades K-5 round out the educational program with a school population of 949. The total school enrollment is 2354.

ACCREDITATION

The New England Association of Secondary Schools and Colleges accredited Suffield High School in 1967. Another evaluation is scheduled for 1977. A self-evaluation was conducted at the Middle School during the 1971 academic year.

GUIDANCE SERVICES

The high school guidance staff is composed of three full-time counselors and a secretary as well as a transitional counselor (approximately half-time each for grade nine at the high school and grade eight at the middle school). The transitional counselor

and another full-time counselor make up the middle school staff while one full-time counselor maintains the elementary program. The overall program is administered by a Director of Guidance and Pupil Services whose responsibilities include supervision of both the health services and guidance services as well as coordinating staff development on the Anisa program. The average number of years of professional experience in education of the staff is 10.9 years.

The guidance program is child centered, counseling orientated, and aimed at aiding the growth and adjustment of the individual. Its aim has been to assist in the development of the mature self-directed person with the skills of critical thinking, permitting him to become free and responsible, necessary qualities to understanding and decision making in today's society.

The core of the program itself offers:

1. Direct counseling with students regarding career planning, educational goals, and the development of personal-social skills.
2. Consultation with staff, parents, administration and community agencies.
3. Orientation of new students.
4. College Placement in higher education.

5. Vocational placement.
6. Course selections, scheduling, and grouping.
7. Cooperation with administration in the selection, administrating, and interpretation of group testing.
8. Cooperation with administration on a work-study program.
9. Supervision of data collection and record keeping.
10. Research and follow up procedures.

FACULTY AND STAFF

Sixty-three professionally certified instructors are employed within the senior high school structure. On the faculty 56.9% hold at least master's degrees and the average experience is 8.9 years. The pupil-teacher ratio is approximately 16.6:1 at the high school. 37 teachers constitute the middle school staff with 62.9% holding a master's degree or higher and 8.2 years' average experience. A 16.3:1 pupil-teacher ratio exists at the middle school. The elementary staff is composed of 49 teachers, 29.5% with at least a master's degree and 3.9 years' average experience and approximately a 21.6:1 pupil-teacher ratio exists.

MARKING SYSTEM

I. High School

The majority of marks given at the high school have the following ranges:*

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69 (Lowest passing grade)

F = 59 and lower - Failing

*In some courses, a Pass Fail marking system has been instituted.

II. Middle School

Within each academic subject, Middle School students are placed in one of four major ability groupings. At several grade levels, two ability groups have been brought together in order to create more heterogeneous groupings. The actual educational performance of each student is derived by comparing him with other students in the same grouping. An E (excellent), S (satisfactory), or NI (needs improvement) is assigned each quarter for academic achievement. The same marking system is used to indicate the effect expended by the student to attain his present achievement level. In addition to the grades for academic achievement and effort, each student receives evaluative comments prepared by his teachers.

III. Elementary School

In 1973 the Anisa Program was adopted in the Kindergarten and used in the two private nursery schools in Suffield. The Anisa Program is a comprehensive planning model covering the five areas of potentiality: psycho-motor, perceptual, cognitive, affective, and volitional.

Each parent had an opportunity to have a guided visit to the new Kindergarten program at Spaulding School. Then the parent was told of the child's growth by an individual conference held in early spring.

The program for six and seven year olds in the two small schools--Bridge and West--consists of individual conferences with parents twice a year--in the fall and spring. Report cards are sent home twice a year: one in January and a final report at the close of the school year in June. S (satisfactory) and N (needs improvement) are used for academic subjects as well as personal and social habits. The reading levels are noted to tell the parent where each child is reading. In addition, written comments are noted by the teacher for each child.

At Spaulding School in Grade 3, the report card

used is similar to the one used at Bridge Street School and West Suffield School and is sent home twice a year. Parent conferences are held twice a year. As in fourth and fifth grade, the spring conferences are held in the afternoon and one evening to accommodate working parents and fathers. Report cards are sent home about every forty-five days in Grades 4 and 5. Here the students are marked in Language Arts, Reading, Math, Science, and Social Studies. The grades are AA (above average to excellent), A (average), BA (below average). Work habits are designated S (satisfactory) and N (needs improvement). Teachers make comments when appropriate.

CURRICULUM

I. High School

Extremely flexible and varied program offerings at the high school level provide students a large freedom of choice in planning their program to meet their needs, interests, and abilities. Most class periods are 42 minutes long. Students take year or half-year courses throughout the seven period day. The year is broken into two semesters. Major subjects meet five days a week and over a half-year constitute one-half credit each; minor subjects such as physical education offer up to $\frac{1}{2}$ credit each semester. Twenty

credits are required for graduation. Required subjects for all students are: four years of English, four years of physical education, one year of health, and one year of American History. In addition, Introduction to Social Science is required of each freshman not enrolled in two foreign languages.

Although a student may plan a college preparatory, business, or general program, flexibility allows students to take almost any course of interest providing prerequisites are met and scheduling is possible. Additional course offerings for 1973-74 included:

Introduction to Agriculture
Agriculture I
Drawing and Design
Crafts
Relief Printing
Ceramics
Sculpture
Oil and Acrylic Painting
General Business
Machine Record Keeping
Personal Use Typing
Driver Education
Advanced Composition
Drama
Film Elective
Journalism
Speech
Sewing Fun
More Sewing Fun
Household Knowledge
Creative Stitchery
Meal Planning and Preparation
Foreign and Regional Cooking
Industrial Arts I
French I, II, III, IV
French Conversation
Latin I, II, III, IV

Spanish I, II, III, IV
Spanish Conversation
Essentials of Math
Algebra I
Pl. Geometry
Exploratory Science
Intro. to Social Science
Concert Band
Training Band
Robed Choir
Chorus
Music Listening
Voice Class
Accelerated Study
Agriculture II
Typing I, II
Bookkeeping I, II
Design and Decorate the Home
Drafting I, II, III
Metalworking II, III
Woodworking II, III, IV
Etymology
Roman Literature in Translation
Algebra II
Music Appreciation
Music Theory
Economics
Biology I, II
Ancient History
Modern History
Medieval History
World Geography
Contemporary Issues
Income Tax
TV and Communications
Advanced Agriculture
Shorthand I
Business Law
Financial Planning
Child Development
Marriage and the Family
Party and Holiday Foods
Gourmet Cooking
Power Mechanics I, II
Circular Functions
Conic Sections
Computer Concepts
Applied Science
Chemistry
Physical Science
Physics
Comparative Religions and Philosophy
Political Philosophy
Sociology
Vocational Floral Design

Advanced Drawing and Senior Portfolio
Senior Studio
Shorthand II and Transcription
Office Practice
Business Machines
Clerical Practice
Clerical Machines
Data Processing
Matrix Algebra
Calculus
Psychology
Work Experience Program

A special English program divides the student body into five phases ranging upwards in ability to a small group of gifted students who work in tutorial independent seminars in the English Department. Phase IV students are students with above average ability in English while Phase V offers the superior, self-directed student an opportunity to study independently some area of literature.

The Cooperative Program for Superior High School Students is offered at the high school in conjunction with the University of Connecticut. A student may earn three college credits for each of two semester long courses.

A cooperative program has also been developed for students to take courses at the University of Hartford and Asnuntuck Community College. Other special programs include the Vocational

Agriculture Program and work study options.

CLASS OF '73 SAT DISTRIBUTION

	V	M
700-749	1%	4%
650-699	1	6
600-649	2	9
550-599	5	20
500-549	12	16
450-499	22	12
400-449	18	9
350-399	21	12
300-349	12	10
250-299	5	2
200-249	1	0

N - 104
Verbal Mean - 426
Math Mean - 500

Only major subjects are used in determining class rank. All students are included, however. Academic grades are raised one point and honors are raised two points (i.e., a general grade for an A is 4.0, an academic A is 5.0, and an honors A is 6.0)

HIGHER EDUCATION

Percentages anticipating or attending post secondary institutions:

Class of 1975 - 64%
Class of 1974 - 76%
Class of 1973 - 45%
Class of 1972 - 56%

POST HIGH SCHOOL SURVEY CLASS OF '73 FROM CONNECTICUT STATE REPORT

June, 1973 Suffield graduates attending:

Public/Non-Public 4-year College	48	
Public/Non-Public 2-year College	18	
Prep School	1	
Health Occupation Training	2	
Vocational/Technical Program	2	
Accounting and/or Business	3	
Other Vocational	2	
Subtotal	76	(45%)
Armed Services	2	
Employment	75	
Married	1	
Unemployed	14	
Other	1	
Subtotal	93	(55%)
TOTAL	169	(100%)

HUMAN RELATIONS PROGRAM

Twenty-four teachers, administrators, and guidance counselors have been prepared through a special residential training program to work with small groups of students at the Middle and High Schools. Groups are formed on a voluntary basis and meet during study halls once or twice a week for approximately seven weeks. The meetings are

designed to facilitate social communication skills as well as an increased awareness of self and others. Students record their reactions to the groups throughout the seven weeks and also are asked to evaluate the total process. The trainers work as co-leaders and provide evaluative feedback for each other as well as for the students.

II. Curriculum - Middle School

Students in grade six are assigned to five classes a week in reading, language arts, social studies (Ancient History), science (Earth Science), and math. Two periods of art and physical education along with a period of music comprise the curriculum's exploratory areas. Some students also have a period of band or chorus during the week.

Students in the seventh grade have four academic subjects which meet five days a week: math, science (biological), English, and social studies (World Geography). In addition to art, physical education, and music, industrial arts and home economics are required two periods each week. Language classes in either French or Spanish are held four times a week. Those students not taking a language are assigned to either one period of industrial arts or home economics. The language program continues through the eighth

grade and is equivalent to one year of language at the high school level. At the seventh grade level, band and chorus meet one period a week and are part of the activity period.

The eighth grade students are assigned English, science (Physical Science), social studies (U. S. History), and math five times each week. Eighth grade students in the honors math class are given Algebra I which is an equivalent of one year of high school algebra. In addition to art and physical education, students at this grade level may elect one of several music offerings which include band, chorus, social instruments, music listening, electronic music. The Middle School offers instrumental lessons and band experiences to all students who are interested in these activities. An intramural sports program augments a physical education program.

TEAMING

At each grade level in the Middle School there are two interdisciplinary teams comprised of math, science, social studies, and English teachers. Each team is responsible for the social and academic development of its students. The teams meet regularly with counselors, administrators, students and parents, and other teachers in an

effort to meet its responsibilities. A team meeting period is provided each day for this purpose.

III. Curriculum - Elementary Schools

In the Bridge Street School and West Suffield School there is a continuous progress program of 1½, 2, 2½, or 3 years in the primary unit. A child may stay a varying length of time here depending upon their developmental level. The program for 6 and 7 year olds is progressing toward a multi-aged non-graded program.

Grades 3, 4, and 5 are located at Spaulding School. Emphasis is placed on the development of the total child. Throughout the program personal, social attitudes as well as work skills and habits are highlighted along with work in the disciplines of reading, mathematics, language arts, science, social studies.

A full program of activities is developed in Grades 4 and 5 such as old-time movies, crewel work, macrome, arts and crafts, sports in season and cooking. In Grade 5 mini-courses are held in conversational foreign languages, chess, word games, educational motion pictures, woodworking.

These mini-courses meet three times a week.

In the grades, vocal music, art, physical education, music is held as is chorus and instruments in Grade 5 adding enrichment to the child's program.

COOPERATIVE SPECIAL SERVICES

The system offers several special services to students at all levels. As a member of a four town collaborative, Suffield shares the use of a Cooperative Special Services Center which provides referral and related services of a social worker, psychologist, and consulting psychiatrist. In addition to these services, Suffield offers the following: a nurse available to each building, a reading specialist, teacher aides, learning disability specialist, reading coordinator, dental hygienist, speech and hearing consultants, and seven certified guidance personnel.

THE STANDARDIZED TESTING PROGRAM

Introduction

Counselors are typically involved with the selection and administration of group intelligence, ability and achievement tests. Counselors are also frequently involved in those evaluative and assessment tasks which attempt to accurately describe a student's growth in any one of a number of areas. Interpretation of a variety of test results in order to assist teachers, students and parents better understand the growth patterns of students is usually viewed as an important part of a counselor's responsibility and area of expertise.

In order to characterize the guidance staff's involvement in Suffield's testing program, it is necessary to collect specific data about the present testing practices. All tests which yield standardized data on student intelligence, aptitudes and achievement have been listed here. The complete listing is justified by the fact that these test results are often requested by the counselor and/or are frequently used during interpretive sessions with students, teachers and parents. College Board Examinations have not been included here because of their external nature--being developed and scored as part of a national norm producing scheme.

CHART OF THE DISTRICT'S TESTING PROGRAM

GRADE	NAME OF TEST	GROUP ADMINISTERED TO	SCORES/ NORMS USED	OBJECTIVES	USES	COUNSELOR INVOLVEMENT
Pre-school -5	Menyak Memory for Sentence Test	Referrals	Raw Score (amount of sentence remembered)		Screening tool for auditory memory	None
K-12	Peabody Picture Vocabulary Test	Referrals	M.A., I.Q. Percentile	Evaluate receptive vocabulary and also to discover potential I.Q.	Determination of basic M.A. and I.Q. and tool in helping for placement; remediation.	None
K-8	Frostig Developmental Test of Visual Perception	Referrals	Age Equivalent and Scaled Score	Measurement of various visual perception skills, i.e., eye-hand coordination, figure ground, perceptual constancy, positioning in space, and spatial relation.	To tell whether a child needs remediation and visual perception skills. Basically diagnostic in nature.	None

CHART OF THE DISTRICT'S TESTING PROGRAM

GRADE	NAME OF TEST	GROUP ADMINISTERED TO	SCORES/ NORMS USED	OBJECTIVES	USES	COUNSELOR INVOLVEMENT
K-10	Illinois Test of Psycholinguistic Abilities	Referrals	Psycholinguistic Age Equivalent and Scaled Score	Measures auditory reception, visual reception, auditory association, visual association, auditory memory, visual memory, grammatic closure, auditory closure, visual closure, verbal expression.	To determine remediation. Basically diagnostic in nature.	None
K-12	Wide Range Achievement Test	Referrals	Grade Equivalent and Scaled Score	To determine grade equivalents.	Diagnostic	None
K-12	Movigenic Test of Movement	Referrals	Pass/Fail	To determine if a child can cross midline, can use both sides of the body together, "cross-pattern," dynamic and static balance, and performance of basic body movements.	Diagnostic	None

CHART OF THE DISTRICT'S TESTING PROGRAM

GRADE	NAME OF TEST	GROUP ADMINISTERED TO	SCORES/ NORMS USED	OBJECTIVES	USES	COUNSELOR INVOLVEMENT
K-12	Durell Analysis of Reading Difficulty	Referrals	Grade Equivalent	Diagnostic	To indicate specific areas of difficulty in reading.	None
1-6	Utah Test of Language Development	Referrals	MA Language Age	Determine (pre-school to 11 years) any language lag.	General idea of age level, developmental	None
1-5	Woodcock Reading Mastery Test, Form B	Referrals	Percentiles, Grade Level, Reading Capacity Level	Placement if needed	Diagnostic; indication whether group reading placement is accurate.	None
1-3	Primary Reading Profiles, Levels 1 and 2, Houghton-Mifflin Company	New Students	Grade Level	Used for new students in order to determine placement in reading.	Same as objectives.	None
1-3	Metropolitan Achievement Test Primary 1 (Math and Reading) (F, G, H Form with Math)	Entire Grade	Grade Levels, Stanines, Percentiles	Indication of how a child is progressing according to peers and nationally.	Guideline of progress and indication of low areas.	Some administration by counselor

CHART OF THE DISTRICT'S TESTING PROGRAM

GRADE	NAME OF TEST	GROUP ADMINISTERED TO	SCORES/ NORMS USED	OBJECTIVES	USES	COUNSELOR INVOLVEMENT
1	Otis-Lennon Test of Mental Ability	Entire Grade	Stanines, Percentiles, IQ, MA/CA, Grade Placement, Deviation IQ	Indicator for aiding in placement within group.	Additional tool accompanying teacher evaluation for placement	Some administration by counselor
1-5	Houghton-Mifflin	Entire Grade	Raw Score	To determine placement in succeeding book.	To evaluate growth and achievement; use as end of level tests.	None
1-5	Scott Foresman	Grade 1 Students where needed. Determination made by teacher.	Item Analysis	Analysis of strengths and weaknesses in reading.	To evaluate skill progress in phonics, dictionary skills, and word attack skills	None
2-8	Slingerland Test of Specific Language Disabilities	Referrals	Types of errors (spelling)	Evaluates: 1) Spelling 2) Copy tasks from near and far point 3) phonics 4) memory	Diagnostic	None

CHART OF THE DISTRICT'S TESTING PROGRAM

GRADE	NAME OF TEST	GROUP ADMINISTERED TO	SCORES/ NORMS USED	OBJECTIVES	USES	COUNSELOR INVOLVEMENT
3-5	Houghton-Mifflin (Mathematics)	Entire Grade	Raw Scores	Analysis of strengths and weaknesses	Determine skill progress	None
3-12	Stanford Diagnostic Reading Test Levels 1 and 2	Referral	Raw Scores, Stanines, Grade Equivalents, Comprehension on grade level Percentiles	Diagnostic	Remediation	None
3-5	Houghton-Mifflin Reading Placement Test	New Students	Grade Level	Used for new students to determine placement in reading.	Placement Same as objectives	None
3	Ginn	Special group of 3rd grade students in need of skill work.	Raw Scores a) Superior b) Average c) Needs improvement Indication of achievement	Aids students needing skill work in: a) vocabulary b) word analysis c) comprehension	Remediation	None

CHART OF THE DISTRICT'S TESTING PROGRAM

GRADE	NAME OF TEST	GROUP ADMINISTERED TO	SCORES/ NORMS USED	OBJECTIVES	USES	COUNSELOR INVOLVEMENT
4	Botel Reading Inventory	Students in grade 4 open classroom	Grade Level; Instruction Frustration Capacity Level	Indication of low skill areas; demonstrates growth within grade by pre/post test	Rough aid in grouping for reading skills	None
5	Iowa Test of Basic Skills	Students in top two reading groups at grade 5.	Percentile (National)	Discover if present placement is correct; evaluate adequacy in skill areas and remediate deficiencies	Diagnostic	None
6-10	Harcourt Orleans-Hanna Algebra Prognosis	Entire grade	Raw Scores, Percentile rank, Stanine, Stanine Score	Placement and prediction prognosis	Pre-test/ placement into pre-algebra class in grade 7	None
6-10	Educational Test Service Arithmetic Co-op Test	Entire Grade	Item analysis; percent correct; raw score; percentile band; mid-percentile rank	Evaluate math competency	Tool for placement and diagnosis of deficiencies	None

CHART OF THE DISTRICT'S TESTING PROGRAM

GRADE	NAME OF TEST	GROUP ADMINISTERED TO	SCORES/ NORMS USED	OBJECTIVES	USES	COUNSELOR INVOLVEMENT
6-12	Kuder Preference Record (Vocational)	Given upon student request	Raw Scores, Percentile Scores, Individual Profile, V-score	Discover where a student's interests lie in regard to a variety of occupations and patterns of interests.	Tool for decision-making on interests and careers	Counselor gives initial instructions, student takes on his own. Counselor meets with student to interpret results.
8-12	Gates-McGinity Reading Test	Entire Grade	Percentiles, Grade Equivalent, Percent Average for School, Grade Equivalent for School	Discover reading level of school in order to evaluate curricula and materials used in course	Survey to determine students to be tested further for reading assistance (remedial referral of lower 20%)	None
8-10	Orleans-Hanna Geometry Prognosis	All students taking Algebra in grade 8	Raw Scores, Percentile Rank, Stanines, Stanine Scores	Placement and Prediction Prognosis	Pre-test--a tool for placement and prediction of success in geometry.	None

CHART OF THE DISTRICT'S TESTING PROGRAM

GRADE	NAME OF TEST	GROUP ADMINISTERED TO	SCORES/ NORMS USED	OBJECTIVES	USES	COUNSELOR INVOLVEMENT
8,9	Prescriptive Mathematics Inventory (purple form)	Entire Grade	Raw Score, Item Analysis, Individual Diagnostic Matrix	Identify minimum competencies; diagnose and prescribe relevant treatment (curriculum)	Measure the students' mastery of specific learning objectives in mathematics; identify specific deficiencies	Counseling staff coordination and administration with math department
8,9	Vocational Agriculture Interest Inventory	8th grade students applying to Vo-Ag program for grade 9	Raw Score, Percentile (positive and negative score)	Identify worthy (interested) Vo-Ag candidates	For recruitment and acceptance purposes	None

CHART OF THE DISTRICT'S TESTING PROGRAM

GRADE	NAME OF TEST	GROUP ADMINISTERED TO	SCORES/ NORMS USED	OBJECTIVES	USES	COUNSELOR INVOLVEMENT
8	Introductory Physical Science Chapter Achievement Tests (Form C)	Entire Grade	Raw Scores	Measure comprehension of science principles and concepts	Judge effectiveness of teaching and student learning	None
9-12	Kuder General Interest Survey	Given upon student request	V-score, Raw score, Percentile Scores, Profile	Evaluate stability of interests	Tool for decision making on expressed interests vs. measured interests	Counselor gives initial instructions students take and correct own tests; counselor meets with student to interpret results and profile.

CHART OF THE DISTRICT'S TESTING PROGRAM

GRADE	NAME OF TEST	GROUP ADMINISTERED TO	SCORES/ NORMS USED	OBJECTIVES	USES	COUNSELOR INVOLVEMENT
9	ESCP Investigating the Earth. Progress Tests	All Earth Science students in honors group.	Raw Scores	Evaluation of Learning	End of chapter test	None
9-10	Bookkeeping I Century 21 Accounting Standardized Test	All Book-keeping I students	Raw Scores, Southwest-ern Publish-ing Company Norms	To evaluate student under-standing of book-keeping principles	To measure understanding	None
9-12	Slossen Oral Reading Test	Referrals	Grade Equivalent	Assessment to determine further testing need	Same as objective	None
9-12	Stanford Achieve-ment Test (Reading Test Section) (High School)	Referred students who score 9th grade or above on the Slossen Oral Reading Test	Grade Equivalent	Indicate need to work with student further.	Survey for need and type of further assistance depending upon extent of problem either developmental, remedial, or corrective work	None

CHART OF THE DISTRICT'S TESTING PROGRAM

GRADE	NAME OF TEST	GROUP ADMINISTERED TO	SCORES/ NORMS USED	OBJECTIVES	USES	COUNSELOR INVOLVEMENT
9-10	ETS Algebra I	Students enrolled in Algebra I or Algebra I Pt B courses	Item analysis, percent correct, raw score, percentile band, mid-percentile rank	General achievement level, Evaluation of ability, Suggestion for placement and course choice	Final exam, Achievement Evaluation, Grading	None
9-10	Harcourt Evaluation Series Lankton Algebra I	Algebra I students	Raw Scores, Percentile Rank, Stanine, Stanine Score	General achievement level and tool for suggestion to placement	Final exam, Achievement Evaluation, Grading	None
9-10	Harcourt Brace Howell Geometry Test	Geometry students chosen by teacher	Raw Score, Standard Score, Percentile, Stanine	Placement and Predictive Prognosis	Final exam. .	None
9-10	Harcourt Brace Evaluation and Adjustment Series Algebra I	Algebra I students Algebra I Pt A Students (final*exam)	Raw Score, Standard Score, Percentile, Stanine	Placement and Predictive Prognosis	Mid-year exam *(final exam)	None

CHART OF THE DISTRICT'S TESTING PROGRAM

GRADE	NAME OF TEST	GROUP ADMINISTERED TO	SCORES/ NORMS USED	OBJECTIVES	USES	COUNSELOR INVOLVEMENT
9-10	Harcourt Brace Evaluation and Adjustment Series (Geometry I)	Geometry I students	Raw Scores, Standard Scores, Percentiles, Stanines	Placement and Prediction Prognosis	Mid-year Exam	None
9-10	ETS Geometry Co-op Test	All geometry students	Item analysis, Percent Correct, Raw Score, Percentile Band, Mid-percentile Rank	General achievement level; evaluation of ability and suggestion for placement	Final exam, Achievement evaluation, Grading	None
10-12	ASVAB Armed Services Vocational Aptitude Battery	Interested students volunteer to take (request)	Percentile Score	Measures interest and predicts success in various training courses and jobs; measures aptitude.	Gives student idea of abilities in various vocational areas.	Guidance staff coordinates with branches of armed services administering

CHART OF THE DISTRICT'S TESTING PROGRAM

GRADE	NAME OF TEST	GROUP ADMINISTERED TO	SCORES/ NORMS USED	OBJECTIVES	USES	COUNSELOR INVOLVEMENT
11,12	Colwell Music Achievement Test	Elective basis for students in Music Appreciation Classes	Raw Scores Percentiles	Determine teacher success with his standards set for class. General knowledge of music appreciation.	Check behavioral objectives and see how students measure with national expectations	None
10	Cooperative Science Test in Biology	All Biology I students	National high school norms, Percentiles, Raw Scores	1) Informative for students interested 2) Appraisal of course accomplishment 3) Compare class standings for students	Personal student and teacher knowledge; final exam	None
10	B. S. C. S. Quarterly Achievement Test	Biology I Honors Students	B. S. C. S. Norms Raw Scores	Compare class standings on teacher made tests vs. standardized test	Reference in advanced science classes	None

CHART OF THE DISTRICT'S TESTING PROGRAM

GRADE	NAME OF TEST	GROUP ADMINISTERED TO	SCORES/ NORMS USED	OBJECTIVES	USES	COUNSELOR INVOLVEMENT
10-12	Gregg Shorthand Official Test at 60-80-100 w.p.m.	All Shorthand I students	McGraw-Hill Publishing Company Norms percentiles (95% or better-certificate)	To measure speed and accuracy	Incentive Measurement of speed and accuracy	None
10-12	20th Century Bookkeeping and Accounting Standardized Tests	All Bookkeeping II students	Southwestern Publishing Company Norms, Raw Scores	To evaluate student understanding of bookkeeping principles	To measure understanding	None
10-12	ETS Algebra II Co-op Test	All Algebra II students	Item Analysis, Percent Correct, Raw Score, Percentile Band, Mid-percentile Rank	General achievement level, evaluation of ability and suggestion for placement	Final exam, achievement evaluation, grading	None
10	Harcourt Evaluation Series Blyth Algebra II Test	All Algebra II students	Raw Scores, Percentile Rank, Stanine, Stanine Score	General achievement; suggested tool in placement	Final exam, Achievement Evaluation, Grading	None

CHART OF THE DISTRICT'S TESTING PROGRAM

GRADE	NAME OF TEST	GROUP ADMINISTERED TO	SCORES/ NORMS USED	OBJECTIVES	USES	COUNSELOR INVOLVEMENT
12	ETS Trigonometry Co-op Test	Students taking course in Circular Functions	Item Analysis, Percent Correct, Raw Score, Percentile Band, Mid-percentile Rank	Evaluate Achievement Level	Final exam, Achievement Evaluation, Grading	None
12	ETS Calculus Co-op Test	Students taking course in Calculus	Raw Scores (development of local norms in process)	Evaluate Achievement Level	Examination, Grading, Achievement Evaluation	None
12	ETS Analytic Geometry Algebra III Co-op Test	Students enrolled in Poly Functions Course	(Development of local norms in process)	Evaluate Achievement Level	Examination, Grading, Achievement Evaluation	None
12	Betty Crocker Search for Leadership in Family Living	Seniors requesting to participate in test.	Raw Score	Evaluate general homemaking knowledge. (Decorating, budgeting, child development)	Recognition of top Home Economic student	None

CHART OF THE DISTRICT'S TESTING PROGRAM

GRADE	NAME OF TEST	GROUP ADMINISTERED TO	SCORES/ NORMS USED	OBJECTIVES	USES	COUNSELER INVOLVEMENT
11	ETS Trigonometry Co-op Test	Students taking course in Circular Functions	Item Analysis, Percent Correct, Raw Score, Percentile Band, Mid-percentile Rank	Evaluate Achievement Level	Final exam, Achievement Evaluation, Grading	None

ENROLLMENT AND WITHDRAWAL TRENDS

Comment

The guidance staff recognizes the importance of obtaining accurate information on the enrollment and withdrawal trends in Suffield. Toward these ends, work has been done to survey both students who have dropped out of school or have met the criterion of an in-school drop-out (i.e., absentee rate higher than 20%, failing two or more subjects, being suspended from school two or more times). A committee of Suffield High School teachers has been investigating this same source of data as it explored ideas of alternate educational plans for both in-school and out of school drop-outs. Their efforts, under the title of Project '74, were limited by time and it was not possible to successfully combine their research with that of the Guidance Evaluation Project in time for this report. Data relevant to withdrawal trends will be added in the form of a supplementary report in the fall and will represent the combined efforts of the Evaluation Project and Project '74.

UNDERSTANDING THE PERSPECTIVES AND ASPIRATIONS
OF THE GUIDANCE PROGRAM'S VARIOUS PUBLICS

ADMINISTRATOR SURVEY

Introduction

The Administrator Survey instrument was distributed by mail to each of six administrators. They responded to the items without any consultation with each other. The Superintendent of Schools and his assistant were not included in the survey group. The Director of Guidance and Pupil Services was asked to respond to the instrument. His responses were used to indicate the degree of agreement between his perception of guidance services and the perceptions of the other six administrators.

Administration Date: _____

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078
1-203-668-7384

ADMINISTRATOR'S EVALUATION OF THE COUNSELING SERVICES SURVEY FORM

Dear Administrator:

The guidance staff is in the process of a year-long self-study. Please help us by giving an honest response to each of the following survey items. A quick return is needed in order to analyze the information. Please return completed surveys to the Middle School Guidance Office.

Please circle the appropriate information relative to the grade level of the students you supervise:

Elementary Middle Senior High Other

In the following section use one of the three responses given below for each question.

Y = Yes N = No ? = Uncertain

1. Do you believe that you understand the purposes of the guidance program in your school? . . . . . __(01)

2. Do you believe that counselors and teachers are trying to accomplish similar purposes in your school? . . __(02)

3. Do you think a good counseling service can be helpful to you as an administrator? . . . . . __(03)

4. Do you think a good counseling service can be helpful to teachers? . . . . __(04)

5. Do you believe that you are part of the guidance program? . . . . . __(05)

6. Is the counseling service in your school helpful to you as an administrator? . . . . . __(06)

7. Do you have adequate time to see the counselor when the need arises?. . . __(07)

8. Do you think the counseling service in your school is helpful to students? . __(08)

9. Do you think that the guidance facilities are adequate? . . . . . __(09)

10. Do you think the counseling service should be limited to students with special problems? . . . . . __(10)

11. Do you think that the counseling service should be concerned with the developmental needs of all students? . __(11)

12. Do you think students are able to see a counselor easily when a need arises? __(12)

13. Do the counselors keep you informed on their work with students? . . . __(13)

14. Have you ever requested a conference with the counselor to discuss ways you might work more effectively with an individual or group of students? . __(14)

15. Is the counselor usually available within a reasonable amount of time when you need him? . . . . . __(15)

16. Are your teacher's classes often disrupted unnecessarily by counselors? __(16)

17. Are any developmental counseling topics included in your teacher's classroom (e.g., peer relationships, self-concept, career development, problem solving, decision making, etc.)? . . . . . __(17)

18. Do you think parents are sufficiently involved with the counseling service?. __(18)

19. Do you think career development should be an integrated part of the K-12 curriculum? . . . . . __(19)

20. Do you ever refer students to the counselor?. . . . . __(20)

21. Are you aware of counselor referrals to outside agencies? . . . . . __(21)

22. Do you get sufficient feedback from referral agencies? . . . . . __(22)

23. Are you aware of any group work being done by the counselors? . . . . . __(23)

24. Do you think talking to a counselor is helpful to most students who see one?. __(24)

25. Do you think that the counselors are helpful when they participate in a conference involving the parents of one of your students? . . . . . __(25)

26. Would you find it helpful for the counselors to participate in conferences that you have with parents and/or students? . . . . . __(26)

27. Do you think the counselor should facilitate communication between staff members? . . . . . __(27)

28. Do you think the counselor should facilitate communication between you and your teaching staff? . . . . . __(28)

29. Do you think the counselor should facilitate communication between you and the student body? . . . . . __(29)

30. Do you think that counselors should facilitate communication between your teachers and the student body? . . . __(30)

31. Do you think it is helpful to have the counselor participate in staff planning meetings? . . . . . __(31)

32. Do you feel that the guidance testing program is adequate? . . . . . __(32)

33. Is the guidance orientation program into our school adequate?. . . . . __(33)

The statements below tell about some ways that the administrators might feel about their school counselor. Please "score" each statement to show how you feel about your counselor(s).

Mark each statement on the following scale:

Mark 1 - If the statement is very true (you feel strongly that it is true).
Mark 2 - If the statement is probably true.
Mark 3 - If you just cannot say about this (use as little as possible).
Mark 4 - If the statement is probably not true.
Mark 5 - If the statement is definitely not true.

38. Sometimes he is warm and friendly; sometimes not so friendly. . . . . __(38)

39. He does not realize how strongly I feel about some of the things we discuss. . . . . __(39)

40. There are times when I think that what he says does not show what he really feels. . . . . __(40)

41. I often feel that he has more important things to do when I am talking to him. __(41)

42. He usually understands all of what I say to him. . . . . __(42)

43. Even when I can't say what I mean clearly, he still seems to understand me. . . . . __(43)

44. It seems that things (like the phone) often interrupt us when we're talking. . . . . __(44)

Listed below are elements of a counseling and guidance program. Will you please evaluate the counseling and guidance services as you see them operating in your school. There are two columns; one on each side of the page. The column to the <u>left</u> represents your <u>feeling</u> about the advisability

of the service being offered by counselors, in general. The column on the right represents your feeling about whether or not the counselors at your school are actually performing this service up to expectations. Answer the questions in the left hand column by checking either "Yes" or "No". Answer the questions in the right hand column by using the following rating scale.

6 = excellent, 5 = above average, 4 = average, 3 = below average, 2 = very poor, 1 = no basis to judge.

Should counselors perform this service?			What is the quality of this service as it is now performed?
Yes	No		Rating (1, 2, 3, 4, 5, or 6)
____ (45)	____ (46)	a.	Keep an up-dated system of pupil records . . . . __(47)
____ (48)	____ (49)	b.	Interpretation of standardized testing results. . __(50)
____ (51)	____ (52)	c.	Providing career information (e.g., occupational, educational, etc.). __(53)
____ (54)	____ (55)	d.	Individual counseling (e.g., educational, social, vocational, personal or some combination). . . __(56)
____ (57)	____ (58)	e.	Group counseling (e.g., classroom groups, smaller groups, personal concerns, achievement peer relationships, personal hygiene, etc.) . . __(59)

Should counselors perform this service?			What is the quality of this service as it is now performed?
Yes	No		Rating (1, 2, 3, 4, 5, or 6)
___ (60)	___ (61)	f. Maintain communication among the staff concerning pupil concerns . .	__(62)
___ (63)	___ (64)	g. Provide counseling services to parents relative to their children in school.	__(65)
___ (66)	___ (67)	h. Service as liaison with community agencies and referral sources .	__(68)
___ (69)	___ (70)	i. Function in a team approach with other pupil personnel specialists . . .	__(71)
___ (72)	___ (73)	j. Provide orientation activities for students moving from one educational level to another	__(74)
___ (75)	___ (76)	k. Provide placement counseling for students seeking the labor market .	__(77)
___ (78)	___ (79)	l. Provide placement counseling for students seeking post-secondary education. . . .	__(80)
___ (81)	___ (82)	m. Conduct research on student characteristics for various publics (i.e., teachers, administrators, parents)	__(83)
___ (84)	___ (85)	n. Provide consultation for teachers (e.g., concerning	

Should counselors perform this service?			What is the quality of this service as it is now performed?
Yes	No		Rating (1, 2, 3, 4, 5, or 6)
			student behavior, curriculum ideas, school policy ideas, approaches to interaction with and among students). . . . __(86)
___ (87)	___ (88)	o.	Help teachers to plan and conduct teaching units wherein the materials and concepts are related to guidance (e.g., career development, self-awareness, peer relationships, decision making) . __(89)

1. What do you consider to be the major strengths of <u>your</u> guidance staff? Please be as specific as possible.

2. What do you consider to be the primary weaknesses of <u>your</u> guidance staff? If possible, include recommendations for improving these weaknesses.

FINDINGS AND DISCUSSIONS

The first section of the survey is designed to get an impression of the administrator's awareness of and attitudes toward guidance services. A review of the responses reveals that administrators share similar opinions and attitudes on most surveyed items and divergent opinions on a few items. Table 1 presents a summary of the data extracted from the first part of the survey. Brief summaries of shared and divergent opinions follow:

Shared Opinions and Attitudes

1. They understand the purposes of the guidance program in their schools (one exception in the high school).
2. They believe that counselors and teachers are trying to accomplish similar purposes in their schools (one uncertain in the high school).
3. They think that a good counseling service can be helpful to them as administrators.
4. They think that counseling services can be helpful to teachers.
5. They believe they are part of the guidance program.
6. They think that the counseling service in their school is helpful to them as

administrators.

7. They all think that the counseling service in their school is helpful to students.
8. They think that counseling services should not be limited to students with special problems (one exception at the middle school).
9. They think that the counseling service should be concerned with the developmental needs of all children.
10. They think that their counselors keep them informed on work with students.
11. They think that the counselor is usually available within a reasonable amount of time when they need him/her.
12. They do not think teachers' classes are often disrupted unnecessarily by counselors (one undecided at the high school).
13. They think that career development should be an integrated part of the K-12 curriculum.
14. They refer students to the counselor.
15. They are aware of counselor referrals to outside agencies (one exception in the high school and one uncertainty in the elementary schools).
16. They are aware of group work being done by counselors (one exception at the high school).

17. They think that talking to a counselor is helpful to most students (one uncertain at the high school).
18. All think that the counselors are helpful when they participate in a conference involving the parents of one of the students.
19. They find it helpful for the counselors to participate in conferences they have with parents and/or students (one uncertain at the middle school).
20. They think that counselors should facilitate communications between staff members (one exception at the high school).
21. They think that the counselor should facilitate communication between the administrator and the staff (two notable exceptions, one at the high school and one at the middle school).
22. They think that the counselor should facilitate communications between the administrator and the student body (two notable exceptions, one at the elementary and one at the high school).
23. They think that counselors should facilitate communication between teachers and the student body (one exception in the elementary schools).

24. They think it is helpful to have the counselor participate in staff planning meetings.

Divided Opinions and Attitudes

1. Only half feel that they have adequate time to see their counselor when the need arises.
2. Only one-third of the administrators feel that the guidance facilities are adequate.
3. Less than half feel that students are able to see the counselor easily when the need arises.
4. Only one-third have requested conferences with the counselor to discuss ways they (administrator) might work more effectively with an individual or group of students.
5. Only half of the administrators think that developmental counseling topics are included in their classrooms.
6. Less than half think that parents are sufficiently involved with the counseling service.
7. Less than half think that they get sufficient feedback from referral agencies.
8. Only one feels that the guidance testing program is adequate.
9. Few of them feel that the guidance

orientation program into their school is adequate.

TABLE 1

SUMMARY OF DATA REVEALED BY QUESTIONS 1 THROUGH 33 ON THE ADMINISTRATOR'S SURVEY

Question	YES			NO			?			TOTAL		
	E*	M*	H*	E	M	H	E	M	H	Yes	No	?
1	2	2	1	-	-	1	-	-	-	5	1	-
2	2	2	1	-	-	-	-	-	1	5	-	1
3	2	2	2	-	-	-	-	-	-	6	-	-
4	2	2	2	-	-	-	-	-	-	6	-	-
5	2	2	2	-	-	-	-	-	-	6	-	-
6	2	2	2	-	-	-	-	-	-	6	-	-
7	1	-	2	1	2	-	-	-	-	3	3	-
8	2	2	2	-	-	-	-	-	-	6	-	-
9	-	1	1	2	1	-	-	-	1	2	3	1
10	-	1	-	2	1	2	-	-	-	1	5	-
11	2	2	2	-	-	-	-	-	-	6	-	-
12	1	1	-	1	1	1	-	-	1	2	3	1
13	2	2	2	-	-	-	-	-	-	6	-	-
14	1	1	-	1	1	2	-	-	-	2	4	-
15	2	2	2	-	-	-	-	-	-	6	-	-
16	-	-	-	2	2	1	-	-	1	-	5	1
17	2	-	1	-	2	-	-	-	1	3	2	1
18	2	-	-	-	2	1	-	-	1	2	3	1
19	2	2	2	-	-	-	-	-	-	6	-	-
20	2	2	2	-	-	-	-	-	-	6	-	-
21	1	2	1	-	-	1	1	-	-	4	1	1
22	1	1	-	-	1	2	1	-	-	2	3	1
23	2	2	1	-	-	1	-	-	-	5	1	-
24	2	2	1	-	-	-	-	-	1	5	-	1
25	2	2	2	-	-	-	-	-	-	6	-	-
26	2	1	2	-	-	-	-	1	-	5	-	1
27	2	2	1	-	-	1	-	-	-	5	1	-
28	2	1	1	-	1	1	-	-	-	4	2	-
29	1	2	1	1	-	1	-	-	-	4	2	-
30	1	2	2	1	-	-	-	-	-	5	1	-
31	2	2	2	-	-	-	-	-	-	6	-	-
32	-	-	1	2	1	1	-	1	-	1	4	1
33	-	1	1	1	1	-	1	-	1	2	2	2

*E = Elementary Schools
M = Middle School
H = High School

The second section of the Survey contains seven questions concerning the administrator's opinion about the interpersonal relationship that exists between him and his counselors. Table 2 presents the results of this section of the survey.

The greatest agreement comes on items 39, 42, and 43. These items reflect the administrators' impression that their counselors are tuned into them, understanding the intent and emotion of their communication. Strong agreement also exists on items 40 and 41, indicating that counselors are seen as giving their full attention to interpersonal communications and saying what they feel to be true. The wide range of responses on item 38 indicates that the question is ambiguous and was therefore interpreted several ways. A similar range of responses to question 44 indicates difficulties with either guidance facilities (i.e., no place to have a private conference away from a phone and other interruptions) or office management (i.e., use of secretaries to screen calls).

In general, then, it appears from these responses that a good relationship exists between guidance staff and administrators. An environment exists which facilitates and maintains honest and open communication.

TABLE 2

SUMMARY OF DATA REVEALED BY QUESTIONS 38 THROUGH 44
ON THE ADMINISTRATOR'S SURVEY

	RATINGS																			
	1			2			3			4			5			TOTAL				
Question	E*	M*	H*	E	M	H	E	M	H	E	M	H	E	M	H	1	2	3	4	5
38	0	1	1	1	0	0	0	0	0	0	0	0	1	1	1	2	1	0	0	3
39	0	0	0	0	0	0	0	0	0	0	1	0	2	1	2	0	0	0	1	5
40	0	0	0	0	0	0	0	0	0	1	0	1	1	2	1	0	0	0	2	4
41	0	0	0	0	0	0	0	0	0	1	1	0	1	1	2	0	0	0	2	4
42	2	2	1	0	0	1	0	0	0	0	0	0	0	0	0	5	1	0	0	0
43	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	3	3	0	0	0
44	1	2	0	1	0	0	0	0	0	0	0	1	0	0	1	3	1	0	1	1

*E = Elementary Schools
M = Middle School
H = High School

The third section of the survey attempts to find out administrator opinion relative to the legitimacy and quality of different aspects of guidance programs. All but five of the listed guidance activities were unanimously accepted as legitimate activities. Of these five, three were opposed by only one administrator and the remaining two items were opposed by two administrators. None of the fifteen items had less than two-thirds support.

Those items accepted unanimously were:

1. Keep an up-dated system of pupil records.
2. Interpretation of standardized testing results.
3. Providing career information.
4. Individual counseling.

5. Maintain communication among the staff concerning pupil concerns.
6. Provide counseling services to parents relative to their children in school.
7. Serve as liaison with community agencies and referral sources.
8. Function in the team approach with other pupil personnel specialists.
9. Provide orientation activities for students moving from one educational level to another.
10. Help teachers to plan and conduct teaching units wherein the materials and concepts are related to guidance (e.g., career development, self-awareness, peer relationships, decision making).

Those items with one objection:

1. Group counseling
2. Provide placement counseling for students seeking the labor market.
3. Provide placement counseling for students seeking post secondary education.

Those items with two objections:

1. Conduct research on student characteristics for various publics (i.e., teachers, administrators, parents).

2. Provide consultation for teachers (e.g., concerning student behavior curriculum ideas, school policy ideas, approaches to interaction with and among students).

Review of the data presented in Table 3 indicates that strong support is given for each of the presented guidance activities. Where there are objections, they appear to be based on the activity's inappropriateness at the level supervised by the administrator filling out the questionnaire.

Quality of Services

Table 3 also provides data on how the administrators perceive the performance of these guidance activities within the Suffield public schools at the present time. All but four activities were seen as being performed in a better than average fashion by most of the administrators. There were no activities seen as important but neglected by more than one administrator.

TABLE 3

SUMMARY OF DATA REVEALED BY QUESTIONS a THROUGH o ON THE ADMINISTRATOR'S SURVEY

	RATINGS																													
	Y			N			6			5			4			3			2			1			TOTAL							
Question	E*	M*	H*	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	Y	N	6	5	4	3	2	1
a	2	2	2	-	-	-	-	-	-	1	1	1	-	1	1	-	-	-	-	-	-	1	-	-	6	0	0	3	2	0	0	1
b	2	2	2	-	-	-	-	1	-	-	-	1	1	-	-	-	1	-	-	-	-	1	-	1	6	0	1	1	1	1	0	2
c	2	2	2	-	-	-	-	-	1	-	1	1	-	1	-	1	-	-	-	-	-	1	-	-	6	0	1	2	1	1	0	1
d	2	2	2	-	-	-	1	1	1	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	6	0	3	3	0	0	0	0
e	1	2	2	1	-	-	-	-	-	1	2	1	-	-	1	-	-	-	-	-	-	1	-	-	5	1	0	4	1	0	0	1
f	2	2	2	-	-	-	1	2	-	1	-	-	-	-	2	-	-	-	-	-	-	-	-	-	6	0	3	3	0	0	0	0
g	2	2	2	-	-	-	1	-	-	1	2	-	-	-	1	-	-	-	-	-	-	-	-	1	6	0	1	3	1	0	0	1
h	2	2	2	-	-	-	-	1	-	2	-	1	-	1	-	-	-	-	-	-	-	-	-	1	6	0	1	3	1	0	0	1
i	2	2	2	-	-	-	2	2	1	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	6	0	5	0	4	0	0	0
j	2	2	2	-	-	-	-	1	-	-	-	2	1	1	-	-	-	-	-	-	-	1	-	-	6	0	1	2	2	0	0	1
k	1	2	2	1	-	-	-	-	2	-	-	-	-	1	-	-	-	-	-	-	-	2	1	-	5	1	2	0	1	0	0	3
l	1	1	2	1	-	-	-	-	1	-	-	2	-	-	-	-	-	-	-	-	-	2	1	-	4	1	0	2	0	0	0	3
m	1	1	2	1	1	-	-	1	1	-	-	1	-	-	1	1	-	-	-	-	-	1	-	-	4	2	1	1	1	1	0	1
n	1	2	1	1	-	1	1	1	1	1	1	-	-	-	1	-	-	-	-	-	-	-	-	1	4	2	2	2	1	0	0	1
o	2	2	2	-	-	-	1	2	1	1	-	-	-	-	-	-	-	1	-	-	-	-	-	1	6	0	3	1	0	1	0	1

* E = Elementary Schools M = Middle School H = High School

Administrative Comments

In all cases, administrators were positive and supportive of their guidance staff when answering the question:

> "What do you consider to be the major strengths of your guidance staff?"

Sample responses are:

> "Interest in students' welfare."
>
> "Trust with students."
>
> "The dedication to the premise that every child should have the best chance possible to a good education."
>
> "Skill in dealing with individuals as well as groups."
>
> "Skill in relating to teacher groups."
>
> "An almost incredible ability to make children feel respected. Seem very good at working with groups of children in resolving classroom problems."

Administrative comments were briefer but more diverse when answering the question:

> "What do you consider to be the primary weaknesses of your guidance staff?"

Some representative responses follow:

> "I think the guidance department needs to

carefully determine its goals and more actively strive towards them. I think, specifically, more group work needs to be done. I think things will be helped when we develop a philosophy and goal statement for the 1970's."

"A personal feeling that my time with counselors is not respected--interruptions."

"It would be helpful for guidance staff to share other aspects of building operations. Would lead to increased respect for their lives."

"Insufficient time to accomplish their tasks--additional staff would reduce the ratio of students-counselors."

"I am also distressed at the inordinate amount of time given to difficult students. Again, more counselors are needed."

"The work load is very heavy for one person."

TEACHER SURVEY

Introduction

Counselors at each of the three levels were responsible for the distribution and collection of the Teacher Survey instrument. All professional teaching staff were given the same instrument and two follow-up letters, three days apart, were sent to those who did not return it within one week.

Section one of the survey (questions 1 through 33) is designed to elicit teacher responses related to such areas as the teacher-guidance relationship, use of and confidence in guidance services, feasibility of new services, and teacher attitude toward guidance as a helping service within the school.

Section two (questions 34 through 48) asks the teacher to evaluate his personal and professional relationship with the counselor (s) with whom he works. The questions are designed to reveal the different levels of personal feeling that may exist beween counselor and teacher.

Section three (questions a through o) asks teachers to assess both the appropriateness of fifteen widely accepted guidance tasks and the quality with which each service is presently being provided.

Each teacher in the school system was given a copy of the survey with the request to complete it and return it to the main office in each building. One hundred and thirty-three teachers in the Suffield Public Schools were given a survey. Forty-two elementary, thirty-three middle school, and twenty-five high school teachers returned the forms immediately or after a follow-up letter. This represents 83% return at the elementary level, 97% return at the middle school level and 48% return at the high school level.

Administration Date: _____

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078
1-203-668-7384

TEACHER EVALUATION OF THE COUNSELING SERVICES
SURVEY FORM

Dear Teacher:

The guidance staff is in the process of a year-long self-study. Please help us by giving an honest response to each of the following survey items.

Please circle the appropriate information relative to the grade level of the students you teach:

Elementary Middle School Senior High

In the following section use one of the three responses given below for each question.

Y = Yes N = No ? = Uncertain

1. Do you believe that you understand the purposes of the guidance program in your school? . . . . . ___ (01)
2. Do you believe that counselors and teachers are trying to accomplish similar purposes in your school? . . . . . ___ (02)
3. Do you think a good counseling service can be helpful to teachers? . . . . . ___ (03)
4. Do you believe that you are part of the guidance program?. . . . ___ (04)
5. Is the counseling service in your school helpful to you? . . . . ___ (05)
6. Do you have adequate time to see the counselor when the need arises? . . . . . ___ (06)
7. Do you think the counseling service in your school is helpful to students? . . . . . ___ (07)
8. Do you think that the guidance facilities are adequate? . . . . ___ (08)
9. Do you think the counseling service <u>should</u> be limited to students with special problems? . . . . . ___ (09)
10. Do you think that the counseling service should be concerned with the developmental needs of all students?. . . . . ___ (10)
11. Is the student able to see a counselor easily when a need arises? . . . . . ___ (11)
12. Do the counselors keep you informed of their work with your students? . . . . . ___ (12)

13. Have you ever requested a conference with the counselor to discuss ways you might work more effectively with an individual or group of students? . . . . . ____ (13)

14. Is the counselor usually available within a reasonable amount of time when you ask for a conference? . . . . . ____ (14)

15. Are your classes often disrupted unnecessarily by counselors? . ____ (15)

16. Are you able to include any developmental counseling topics in your classroom? (e. g. peer relationships, self-concept, career development, problem solving, decision making, etc.) . . ____ (16)

17. Do you think parents are sufficiently involved with the counseling service? . . . . . ____ (17)

18. Do you think career development should be an integrated part of the K-12 curriculum? . . . . . ____ (18)

19. Do you ever refer students to the counselor? . . . . . ____ (19)

20. Are you aware of counselor referrals to outside agencies? . . . ____ (20)

21. Have you ever had any feedback from a referral agency? . . . . ____ (21)

22. Do you think each student referred by you should be seen individually by the counselor? . . . . . ____ (22)

23. Are you aware of any group work being done by the counselors? . ____ (23)

24. Do you think group counseling is beneficial for some students?. ____ (24)

25. Do you think some students can be helped by an appropriate contingency management or behavior modification program?. . . . ____ (25)

26. Do you think talking to a counselor is helpful to most students who see one? . . . . . ____ (26)

27. Do you think that the counselors are helpful when they participate in a conference involving the parents of one of your students? . . . . . ____ (27)

28. Do you think the counselor <u>should</u> facilitate communication between staff members? . . . . . ____ (28)

29. Do you think the counselor should facilitate communication between teaching staff and principal? . . . . . ____ (29)

30. Do you think it is helpful to have the counselor participate in staff planning meetings? . . . . . ____ (30)

31. Do you understand how to interpret standardized test results? . ____ (31)

32. Do you feel that the guidance testing program is helpful? . . . ____ (32)

33. Is the guidance orientation program into our school adequate? . ____ (33)

The statements below tell about some ways that teachers might feel about their school counselor. Please "score" each statement to show how you feel about your counselor (s).

Mark each statement on the following scale:

Mark 1 - If the statement is very true (you feel strongly that it is true).
Mark 2 - If the statement is probably true.
Mark 3 - If you just cannot say about this (use as little as possible).
Mark 4 - If the statement is probably not true.
Mark 5 - If the statement is definitely not true.

34. He or she respects me (The rest of the items will all use "he", no matter if the counselor is a woman) . . . . . ____ (34)

35. He tries to see things the way I do and understands how I feel. . . . . ____ (35)

36. His interest in me depends on what I am talking about . . . . . ____ (36)

37. He tells me his opinions more than I want to know them . . . . ____ (37)

38. It seems to bother him when I talk or ask about certain things . . . . . ____ (38)

39. His feeling toward me depends on how I feel toward him . . . . ____ (39)

40. It is hard for me to know what he is really like as a person. . ____ (40)

41. Sometimes he is warm and friendly; sometimes not so friendly. . ____ (41)

42. He does not realize how strongly I feel about some of the things we discuss . . . . . ____ (42)

43. There are times when I think what he says does not show what he really feels . . . . . ____ (43)

44. He hurries me through my business with him . . . . . ____ (44)

45. I often feel that he has more important things to do when I am talking to him . . . . . ____ (45)

46. He usually understands all of what I say to him . . . . . ____ (46)

47. Even when I can't say what I mean clearly, he still seems to understand me . . . . . ____ (47)

48. It seems that things (like the phone) often interrupt us when we're talking . . . . . ____ (48)

Listed below are elements of a counseling and guidance program. Will you please evaluate the counseling and guidance services as you see them

operating in your school. There are two columns; one on each side of the page. The column to the left represents your feeling about the advisability of the service being offered by counselors, in general. The column on the right represents your feeling about whether or not the counselors at your school are actually performing this service up to expectations. Answer the questions in the left hand column by checking either "Yes" or "No." Answer the questions in the right hand column by using the following rating scale.

6 = excellent, 5 = above average, 4 = average, 3 = below average,

2 = very poor, 1 = no basis to judge

Should counselors perform this service?			What is the quality of this service as it is now performed?
Yes	No		Rating (6, 5, 4, 3, 2, or 1)
___ (49)	___ (50)	a. Keep an up-dated system of pupil records	___ (51)
___ (52)	___ (53)	b. Interpretation of standardized testing results	___ (54)
___ (55)	___ (56)	c. Providing career information (e.g., occupational, educational, etc.)	___ (57)
___ (58)	___ (59)	d. Individual counseling (e.g., educational, social, vocational, personal or some combination)	___ (60)
___ (61)	___ (62)	e. Group counseling (e.g., classroom groups, smaller groups, personal concerns, achievement, peer relationships, personal hygiene, etc.)	___ (63)
___ (64)	___ (65)	f. Maintain communication among the staff concerning pupil concerns	___ (66)
___ (67)	___ (68)	g. Provide counseling services to parents relative to their children in school . . .	___ (69)
___ (70)	___ (71)	h. Serve as liaison with community agencies and referral sources	___ (72)
___ (73)	___ (74)	i. Function in a team approach with other pupil personnel specialists	___ (75)
___ (76)	___ (77)	j. Provide orientation activities for students entering post-secondary education	___ (78)
___ (79)	___ (80)	k. Provide placement counseling for students seeking the labor market	___ (81)

Should counselors perform this service?			What is the quality of this service as it is now performed?
Yes	No		Rating (6, 5, 4, 3, 2, or 1)
___ (82)	___ (83)	l. Provide placement counseling for students entering post-secondary education	___ (84)
___ (85)	___ (86)	m. Conduct research on student characteristics for various publics (e.g., teachers, administrators, parents)	___ (87)
___ (88)	___ (89)	n. Provide consultation for teachers (e.g., concerning student behavior, curriculum ideas, school policy ideas, approaches to interaction with and among students). .	___ (90)
___ (91)	___ (92)	o. Help teachers to plan and conduct teaching units wherein the materials and concepts are related to guidance (e.g., career development, self-awareness, peer relationships, decision making).	___ (93)

1. What do you consider to be the major strengths of <u>your</u> guidance staff? (Please be as specific as possible.)

2. What do you consider to be the primary weaknesses of <u>your</u> guidance staff? If possible, include recommendations for improving these weaknesses.

Findings and Discussions

Section One (Items 1 through 33). Table 4 presents the summary of the data obtained from the first section of this instrument. Most of the teacher responses to this survey indicate a positive and productive relationship with guidance personnel. When the data is reviewed for a high percentage of positive responses on the same question at all three levels, the following impression of teacher-guidance relationships is indicated: most teachers believe that they understand why guidance is in the public schools, feel that instruction and guidance goals are often similar, and that teachers often do developmental things in the classroom. Many teachers, therefore, feel a part of the guidance program. (Items 1, 2, 3, 4, 16). A great majority of the surveyed instructors agreed that counseling, both individual and group, and behavior modification techniques are helpful with some students, that counseling is generally helpful, that counselors have been used for consultation on class problems, and that students are referred to counselors. Most teachers also feel, however, that guidance should not be limited only to special problem children but also should be concerned with the developmental needs of all children. (Items 5, 9, 10, 13, 22, 24, 25, 26). As a communication facilitator, most staff members

consider the counselors to be effective during conferences with parents, and feel that the counselor should help facilitate communication among staff members. (Item 27, 28).

The impression of teacher-counselor relationship as indicated above is based on a high degree of agreement among faculty at all three levels. A review of the data for sizeable variations in responses from level to level or a consistently low response across all three levels indicates problem areas that may deserve further attention. One of the problem areas identified in this section is concerned with inadequate time for teachers to see counselors, although the counselors are available. (Items 6, 14). 43% of the elementary staff, 76% of the high school staff, and 27% of the middle school staff feel that there is not enough time to see the guidance counselor.

A second problem area involves communication between guidance and teachers about students referred for counseling, referrals to outside agencies, and feedback on these services. (Items 12, 20, 21). A review of the data indicates that in the first two areas, services appear to decrease as the grade level increases. That is, the elementary staff feels better informed about referred students and is more aware of outside referrals than the high school staff.

When the area of providing feedback to the staff from outside agencies is studied, it appears as though almost 50% of both the elementary and high school staffs feel that they have never been involved in this process.

A third problem area is related to guidance facilities. (Item 8). At the elementary school, where one counselor is servicing three buildings and has a small working-counseling area, 75% of the staff feel the facilities are inadequate. At the high school, 35% and at the middle school only 27% feel facilities are inadequate.

A fourth problem area involves the guidance testing program and the guidance orientation program. (Items 32, 33). Both areas received such a high percentage of uncertain responses, it is assumed that most faculty members are unaware of these programs.

TABLE 4

Summary of Responses to Section One of the Teacher Survey - Questions 1 -- 33

	Response Summary											
	Elementary N=42			Middle N=33			High N=25			Total N=100		
Question	Y	N	U	Y	N	U	Y	N	U	Y%	N%	U%
1	40	0	2	27	3	3	20	3	2	87	6	7
2	38	1	3	30	2	1	17	2	6	85	5	10
3	41	0	1	33	0	0	23	1	1	97	1	2
4	38	1	3	29	4	0	19	5	1	86	10	4
5	38	0	4	29	1	3	19	2	4	86	3	11
6	19	18	5	24	9	0	2	19	4	45	46	9
7	36	0	6	29	1	3	13	1	11	78	2	20
8	6	31	5	17	9	7	12	9	4	35	49	16
9	2	38	2	2	30	1	2	22	1	6	90	4
10	38	1	3	32	1	0	21	2	2	91	4	5
11	13	17	12	20	3	10	9	3	13	42	23	35
12	37	2	3	23	5	5	13	9	3	73	16	11
13	32	7	3	29	4	0	22	3	0	83	14	3
14	33	2	7	29	1	3	22	1	2	84	4	12
15	1	38	3	1	32	0	2	19	4	4	89	7
16	37	1	4	21	7	5	19	4	2	77	12	11
17	8	23	11	10	11	12	1	13	11	19	47	34
18	34	2	5	29	3	1	21	2	2	84	8	8
19	32	6	4	30	3	0	22	2	1	84	11	5
20	34	3	5	28	5	0	11	11	3	73	19	8
21	19	17	6	23	10	0	6	17	2	48	44	8
22	34	2	6	28	4	1	22	0	3	84	6	10
23	14	21	7	23	8	2	7	12	6	44	41	15
24	38	0	4	28	1	4	19	1	5	85	2	13
25	33	0	9	32	0	1	20	0	5	85	0	15
26	30	2	10	27	0	6	15	2	8	72	4	24
27	39	0	3	31	0	2	19	2	4	89	2	9
28	30	3	9	24	5	4	22	2	1	76	10	14
29	27	4	11	18	8	7	10	10	5	55	22	23
30	19	6	17	26	1	6	13	3	9	58	10	32
31	23	5	14	19	7	7	11	12	2	53	24	23
32	26	2	14	10	4	19	6	6	13	42	12	46
33	10	12	20	10	5	18	7	7	11	27	24	49

Section Two (Items 34 through 48). Table 5 presents a summary of the information derived from the second section of the survey. An examination of the data in this table indicates that under most circumstances, the teacher-counselor interpersonal relations are good to excellent. The strongest positive relations were expressed by the elementary staff toward their counselor. As the middle school and high school data is examined, there appears to be a wider range of impressions as the number of counselors serving each school staff increases. At the high school level, where three full-time counselors are assigned, several faculty members commented that it was impossible to answer the questions in this section because their opinions of different counselors varied so much.

While there are no outstanding problem areas evident in the area of teacher-counselor interpersonal relationship, strong evidence that conversations between counselors and teachers are often interrupted by phone calls is presented in the response column for Item 48. It is assumed that these interruptions are annoying and / or inconvenient and, therefore, represent an area requiring some review.

TABLE 5

Summary of Responses to Section Two of the Teacher Survey - Items 34 -- 48

Response Summary

Question	Elementary N=42					Middle N=33					High N=25					Total N=100				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1%	2%	3%	4%	5%
34	32	9	1	0	0	19	12	1	1	0	12	9	3	1	0	63	30	5	2	0
35	28	13	1	0	0	16	15	2	0	0	10	12	2	1	0	54	40	5	1	0
36	2	8	1	13	18	2	10	6	9	6	1	6	6	8	4	5	24	13	30	28
37	1	0	2	12	27	0	3	3	4	23	1	1	1	6	16	2	4	6	22	66
38	0	0	2	6	34	2	0	0	9	22	4	1	3	1	16	6	1	5	16	72
39	0	2	4	14	22	1	6	5	13	8	1	5	3	9	7	2	13	12	36	37
40	2	0	2	10	28	2	2	3	11	15	2	2	4	5	12	6	4	9	26	55
41	2	0	2	6	32	1	3	2	8	19	1	2	2	8	12	4	5	6	22	63
42	1	2	6	14	19	4	4	0	15	10	3	3	3	9	7	8	9	9	38	36
43	0	1	0	7	34	0	3	3	17	10	2	2	4	9	8	2	6	7	33	52
44	0	0	1	7	34	1	2	0	10	20	1	3	2	8	11	2	5	3	25	65
45	1	0	6	10	25	1	4	1	13	14	1	2	5	9	8	3	6	12	32	47
46	21	18	1	1	1	14	17	1	1	0	7	11	2	3	2	42	46	4	5	3
47	18	20	4	0	0	9	14	6	3	1	4	12	5	3	1	31	46	15	6	2
48	6	11	5	11	9	3	6	5	11	8	7	5	4	7	2	16	22	14	29	19

Section Three (Items a through o). Table 6 offers the results from the teacher evaluation of the specific program components in terms of both their appropriateness and quality of the current guidance program. All of the items received a majority of teacher approval relative to their legitimacy as guidance services. The four least supported services and their percentage of support were: conduct research on student characteristics (m) 65%; provide orientation activities for students entering post-secondary education (j) 80%; provide placement counseling for students seeking the labor market (k) 81%; provide placement counseling for students entering post-secondary education (l) 84%. While these are total figures, when each of the three levels is examined for their response pattern it is found that the high school staff places higher priority on placement counseling services than do the middle or elementary staffs. For obvious reasons, then, the need to have placement services is expressed at the high school level.

When reviewing Table 6 for evaluation of the present services, it becomes evident that most of the responses are 6's (excellent) or 5's (above average). The range of responses on a particular item increases as staff members are working with more than one counselor. This trend is particularly evident in the high school and suggests at least that different members of this

staff are perceived as providing similar services that vary in quality.

TABLE 6

Summary of Responses to Section Three of the Teacher Survey - Items a through o

	Elementary School								Middle School								High School							
Item	Y	N	6	5	4	3	2	1	Y	N	6	5	4	3	2	1	Y	N	6	5	4	3	2	1
a	39	1	3	1	0	12	11	14	33	0	2	0	0	7	11	10	24	1	5	0	2	6	8	3
b	39	2	7	2	4	6	11	10	31	2	6	0	1	4	13	5	22	3	11	3	5	2	3	0
c	29	7	19	0	5	8	2	3	30	4	10	1	3	9	3	1	23	1	2	2	3	6	7	3
d	39	1	4	0	4	10	13	9	32	1	1	0	0	5	11	13	24	0	2	0	2	8	8	3
e	39	1	8	2	9	10	6	5	31	2	6	1	2	10	6	5	21	3	11	2	4	5	1	0
f	38	1	2	0	3	7	20	9	33	0	1	1	3	6	12	8	22	2	2	5	4	4	3	5
g	41	1	5	0	5	12	9	10	31	1	5	1	0	10	11	2	24	0	9	2	3	5	3	0
h	37	1	11	0	2	11	9	7	32	1	6	2	2	5	10	6	22	1	11	0	1	4	6	1
i	40	1	2	0	3	6	13	17	33	1	2	0	3	8	8	9	22	2	11	1	0	4	3	2
j	26	7	31	0	0	1	1	2	24	7	15	1	1	4	3	2	20	4	6	2	2	6	2	3
k	28	5	32	0	0	0	1	2	21	10	18	2	1	1	0	2	22	2	7	2	3	4	6	1
l	24	6	31	0	0	1	1	2	23	8	16	1	0	1	4	0	24	0	8	1	3	3	6	1
m	17	10	24	0	2	2	4	1	20	10	13	1	1	3	4	1	14	8	14	2	2	3	0	2
n	37	0	5	0	4	10	15	7	30	0	2	2	1	8	9	4	21	1	7	4	2	6	3	2
o	38	1	5	5	4	14	9	4	27	4	13	3	4	2	3	0	16	6	10	5	5	2	1	0

TABLE 7

Percentages of Responses to Section Three of the Teacher Survey - Items a through o

Item	Y%	N%	6%	5%	4%	3%	2%	1%
a	98	2	11	1	2	26	32	28
b	93	7	26	5	11	13	29	16
c	87	13	36	3	13	26	14	8
d	98	2	8	0	6	25	34	27
e	94	6	27	5	16	27	14	11
f	97	3	5	6	11	18	37	23
g	98	2	21	3	9	29	25	13
h	97	3	30	2	5	21	27	15
i	96	4	16	1	7	20	26	30
j	80	20	63	4	4	13	7	9
k	81	19	69	5	5	6	9	6
l	84	16	70	2	4	6	14	4
m	65	35	65	4	6	10	10	5
n	99	1	15	7	8	26	30	14
o	88	12	31	15	15	20	15	4

Recommendations.

1. Teacher and counselor schedules should be examined at the Elementary and High School in order to find the best common time for teachers and counselors to get together. Counselors should do whatever possible to facilitate meeting teacher needs when teachers are free from school responsibilities.
2. A review of the process by which students are referred to outside agencies is suggested. Means by which teachers are to be kept informed as to a student's case development must also be reviewed and implemented.
3. An inservice program or some other informative process is needed to make staff members more aware of the referral process and to encourage their participation.
4. A review of counselor needs and the present facilities at the elementary school in order to assess how guidance services might presently be hindered by the current situation of having one office service three schools.
5. A review of counselor needs and the present facilities at the high school is suggested. (Since this survey was taken before the recent guidance suite renovations, teacher feelings about guidance facilities may have changed.)
6. The guidance staff should review its testing and

orientation programs. Once they are articulated, the staff should be informed.

7. The guidance staff should review the phone as a source of interruption during teacher-counselor conversations. Use of secretaries or student aides to screen and hold calls should be considered.
8. The high school guidance staff should attempt to identify the differentiated responses to their services.

Written Responses

Two questions were included in the teacher survey that required a written response. More than 90% of those teachers involved in the survey responded to these questions. The information provided helped to specify concerns they had about the guidance staff and program. Samples of representative responses are provided here.

Question No. 1. "What do you consider to be the major strengths of your guidance staff?"

Elementary Schools

"The feeling of rapport and empathy extended to whomever has contact with our member of the guidance staff."

"Willingness to listen. Availability. Promptness with which the problem is handled. Suggestions for the use of materials to handle certain problems."

"Personality--genuinely concerned, friendly, attractive personnel. Warm concern for others' welfare. Practical suggestions. Good follow-through and check-ups. Cases not discussed outside."

Middle School

"Ability to help teams evaluate and set up plans to

meet student needs. Compassion for students in this age group--also an understanding of the needs of an adolescent. Excellent knowledge of the place of guidance in education. Ability to communicate effectively with staff, parents, and students."

"Genuine concern for kids. Handles parent contacts well. Helpful with some problem children. Not one sided--pro teacher or pro student--keeps good balance."

"Excellent communication with staff. Tasks efficiently done."

High School

"I feel the major strengths of the department are that they provide a wide variety of services--not just the post-secondary aspect."

"Undoubtedly, their warmth and concern for the students they serve. When I need some information about students or some help in attempting to solve a ticklish situation, I feel I can get some help (and plenty of sympathy) from the guidance staff. A marvelous staff!"

"Placement of college-bound students, counseling problem students (discipline, failures, home and

family problems, special students)."

"Relations with staff (applies to some members of the staff). For this reason, this type of evaluation for high school staff was very difficult, and, perhaps, invalid. The ratings for the staff reflect both positive and negative responses since there are four counselors to consider."

"Willingness to undertake task analysis and evaluations in order to improve the services offered."

Question No. 2. "What do you consider to be the primary weaknesses of your guidance staff? If possible, include recommendations for improving these weaknesses."

Elementary Schools

"Not enough hours in the day."

"She's expected to do too much! We need a counselor at Spaulding School and one for the primary grades."

"Not available often enough. Not enough of them. Their role is not clearly defined and I feel people are not sure how and when to call staff members in other than for consultations with parents when guidance is working with a family."

"Our testing program is very inadequate. A child has to wait several months to be tested. Then it is usually several months before results are made known. We should increase the number of people able to perform this service."

Middle School

"Not enough feedback about students and feelings toward school, teachers, curriculum."

"Communication of problems individual students are having in other areas (to the student's exploritory teachers). Lack of promptness in the handling of minor schedule changes."

"At some points in time too much is going on (this evaluation may be part of the problem) and the counselor is too strung out."

"Inability to spend more time working with students and staff due to heavy load. Reduction of the pupil to counselor ratio would enable counselors to be more effective. Increase in secretarial time would help reduce the tremendous amount of time spent on paper work."

High School

"Failure to place students in non-college type

programs. Even though probably 60% of the students do not go to college, emphasis is placed on college students. The guidance department looks down on any student not going to college."

"Does not 'shoot-from-the-hip'. Many times does not tell student and/or faculty member the real truth at hand. Telling it like it is, rather than what someone wants to hear is the function of any guidance system. Be truthful even if it hurts."

"Not enough time for conferences with teachers."

COUNSELOR SURVEY - A TASK ANALYSIS

Introduction

The current Needs Assessment Study is designed to collect data on how a number of parents, teachers and other populations perceive the guidance staff, its services and the appropriateness of guidance activities. In order to assess the relationship between the various perceptions of guidance services and the reality of a counselor's day, a Task Analysis Study was designed in 1972 and conducted between December of that year and March of 1973. The Task Analysis findings were presented to the Suffield Board of Education in May, 1973. Because the Task Analysis Study led to the current Guidance Evaluation Project, because it provides valuable data on the counselor's day, and because it is, in fact, part of the total Needs Assessment design, parts of it are presented here.

Each of the six counselors in the Suffield Guidance Department was responsible for participating in the development of appropriate research instruments and then for recording every task during forty consecutive working days.*

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* The selection of this design element was made after considerable discussion and exploration. At the onset of this

> project the guidance staff had the options of collecting data on random days throughout the school year, recording data on designated days for several months, or recording data for a certain number of consecutive working days. The third option was selected for several reasons: first, it provided a condition in which the counselor's proficiency and accuracy at recording tasks would be maximized; second, it insured that every counselor would be able to meet the criteria of forty consecutive days. Random or designated days placed too much stress on all counselors being at work on given days; third, the Hawthorne effect was minimized; fourth, this consecutive day design provided the greatest amount of workable data within a time period that would allow for data analysis and the presentation of a written report to the Board by the middle of May.
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Regularly scheduled meetings were held to compare results and to further refine the instrument.

It was most important to develop a task analysis code that would permit uniform and organized reference to the wide variety of tasks performed each day throughout the guidance department. The May, 1972, Pennsylvania Department of Education publication entitled Guidelines for Self-Study of a School District Guidance Program offered a good initial list for the development of this code. Over a period of several weeks this listing was modified to meet the indigenous needs of our particular work situation in Suffield. The Guidance Task Analysis Code Sheet--Form No. 3--was finally devised and used for the study. It is provided for

the reader on page 90.

Instrumentation was also necessary to record the tasks as they occurred throughout the day. The Pennsylvania Self-Study did not have this type of specialized form. The Guidance Task Analysis Sheet--Form No. 4--was developed and used by the department. This form is to be found on page 91. Each counselor always had these sheets with him. Within a week or so it became part of the day's activities to record each task as it was completed. Task analysis sheets became the backbone of the study. They provided not only raw data about frequency and time use for specific tasks, but also provided explanatory comments about those tasks. Information about phone use, length of the working day, and frequency of meetings with different staff members was also obtained.

When the eight weeks of tasks were recorded, each counselor transferred information to eight Data Summary Sheets and final Data Sheets. This transposition provided the first graphic representation of a week's work in term of time spent on given tasks. A total time as well as a breakdown of time spent with people or on the phone was also shown graphically.

Suffield Public Schools GUIDANCE TASK ANALYSIS CODES Form 3A

1. SEEING STUDENTS INDIVIDUALLY
   A. School-related problems (attendance, achievement, teacher pupil conflict, misconduct)
   B. College selection
   C. Personal-emotional problems
   D. New pupil registration
   E. Schedule adjustment
   F. School program planning
   G. Test and record interpretation
   H. Transfers out of school
   I. Other
   J. Career selection
   K. Feedback to students
   L. Tutoring
2. SEEING STUDENTS IN GROUPS
   A. Small groups
      1. School-related problems (grades, misconduct, attendance, pupil-teacher conflict)
      2. College-career discussions
      3. Discussions related to self understanding, relations with peers, relations with adults
      4. Orientation to guidance
      5. Personal-emotional
      6. Orientation to new school
      7. School program planning
      8. Other 9. Formal Committee
   B. Class group size
      1. Orientation to guidance
      2. Registration
      3. School program planning
      4. Human development exercises
   C. Larger than class size
      1. Orientation to guidance
      2. Registration
      3. School program planning
3. TESTING ACTIVITIES
   A. Administering tests
   B. Arranging for test proctors
   C. Planning testing program
   D. Ordering, distributing, collecting test materials and test fees
   E. Organizing testing schedule
   F. Transmitting test results to teachers
   G. Transmitting test results to colleges and universities
4. TELEPHONE OR IN PERSON CONVERSATIONS WITH PERSONS CONCERNING A STUDENT
   A. School related problems (grades, misconduct, teacher-pupil conflict)
   B. College-career discussions
   C. Group discussions related to understanding child growth and development
   D. Personal-emotional problems
   E. Orientation to guidance services
   F. Registration of new pupils
   G. Schedule adjustment
   H. School program planning
   I. Test-record interpretation
   J. Transfers/withdrawals from scho
   K. Tutoring: L. Medical: M. Other
5. WORKING WITH STAFF
   A. Arranging and/or participating in conferences
   B. Consulting regarding class problems
   C. Conferences about a particular student
      1. School related problems
      2. Personal-emotional problems
      3. Schedule adjustment
      4. Test record interpretation
      5. Medical records
      6. School records
   D. Information to teachers about special pupil problems (medical, psychological, etc.)
   E. Group discussions regarding child growth and development
   F. Written information to staff
   G. Other
6. WORKING WITH RECORDS
   A. Keeping records of referrals
   B. Preparing recommendations
   C. Preparing & requesting transcri
   D. Tabulating credits for graduati
   E. Transferring test results or other information on to records
   F. Writing passes for student appt
   G. Other
   H. Task analysis activities
   I. Mail J. Updating records
   K. Reviewing student folders
   L. Giving lunch tickets
7. OTHER ACTIVITIES
   A. Conferring with pupil personnel workers about referrals
   B. Conferring with school psychologists about referrals
   C. Conferring with other ref.sourc
   D. Record/info preparation for referral to pupil personnel
   E. Record/info preparation for referral to school psychologist
   F. Record/info referral to other
   G. Arranging schedule for college representatives and employers
   H. Conferring w college repr & empl
   I. Writing counseling reports
   J. Attending meetings
   K. Psychiatrics L. Lunch/coffee b
   M. Favors N. Professional reading
   O. Public relations
   P. Travel
   Q. Other

Guidance Department
Suffield Public Schools
Suffield, Connecticut

GUIDANCE TASK ANALYSIS SHEET
FORM #4

SHEET # _____

M T W TH FRI

NAME: J.A. L.B. B.E. E.M. R.T. H.T.J.

DATE: _____

STARTING TIME: _____ FINISHING TIME: _____ TOTAL TIME: _____

APPOINTMENT/PHONE CODE:

A	Administrator
AP	Principal
CA	Community Agency
C	Counselor
D3S	Dir. Spec. Serv.
Dr	Doctor
J	Janitor
L/D	Learn. Dis.
N	Nurse
P	Parent
PS	Psychiatrist
PE	Psych. Examiner
SW	Social Worker
Sc	School
Sec	Secretary
S/H	Speech and Hearing
S	Student
T	Teacher
SUP	Superintendent
OTHER:	_____

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G TASK #	TIME (in minutes)	TASK CODE	APPOINT Y/N	CODE	PHONE S/R	CODE	COMMENT	REASON

When the eight Data Summary Sheets were completed by each counselor it was important once again to convert the graphic data back to a form which would yield necessary information for selected graphs. Three instruments were used to summarize all of the data and to facilitate the development of individual, school, and department task analysis graphs.

Findings and Discussion

Category I: Seeing Students Individually. This first category comes to mind when most people think about counseling and guidance. Many laymen think that social-emotional problems consume most of a counselor's time. The collected data reveals, however, that during this study, students saw their counselors for twelve to fifteen different reasons. The specific reason for personal visits with a counselor varies in a predictable way as the age of the counselee matures.

It is expected that the elementary school counselor will spend less time with students than with staff, and that as the student grows toward young adulthood he will be increasingly more independent to seek and receive assistance from adults other than his parents. These adults may include his counselor. Task analysis data demonstrates that an increased amount of time was spent with individual students as the age of

students increased. 6% of the elementary program, 20.4% of the middle school program, and 26.5% of the high school program was devoted to individual students during this study. Table 8 presents data for each counselor for the seven major categories.

The type of problem that served as the focus of counseling also varies with the age and developmental need of the child. With these needs in mind, it is expected that more counseling related to adjustment to a new environment (i.e. the school) would occur in the elementary grades; emotional-social problems would predominate in the pre-adolescent years, and that college and career selection would be of primary concern in the high school years. The data appears to support this trend, in a general way at least. While working individually with children, the elementary counselor spent most of her time on school related problems (54%). The middle school counselors on school related problems (18%) and personal-emotional problems (22%). The high school counselors spent the most time on school related problems but also a significantly greater amount on college selection, schedule adjustment, and career selection than the elementary and middle counselors. It is important to note that the high school guidance counselor, while often seen as discussing only college placement and career selection, in fact performs

TABLE 8

Summary Data of Counselor Time Use for Forty Working Days in Seven Major Task Categories

Categories	Elementary	Middle		High		
	Counselor Code					
	1	2	3	4	5	6
Seeing Students Individually	6%	19.8%	21.5%	14%	31. %	36. %
Seeing Students in Groups	11%	8. %	4.3%	3%	.5%	5.6%
Testing	3%	.6%	2.4%	3%	.1%	1.9%
Conferences with Parents	6%	9.8%	5.2%	5%	2.6%	5. %
Working with Staff	41%	32.1%	13. %	36%	12.6%	16. %
Working with Records	10%	17. %	19.2%	12%	10.8%	21. %
Other	23%	12.7%	34.4%	27%	42. %	14.5%

the full range of individual counseling services. Included in terms of time spent with individual students are 24% for school related problems, 15% for college counseling, 19% for schedule adjustment, and 4% for career selection. If this study were designed for early fall, however, it is suspected that the percentage of individual counseling time centered on schedule changes and college selection would be significantly higher.

Review of the data also illuminates the relationship between counselors with administrative responsibilities and their counseling patterns. The three counselors with the most direct administrative responsibilities work with students the least amount of time and spent the greatest amount of time working with staff. It appears safe to say then, that administrative and/or major coordinating and organizing activities, decrease the counselor's time with individual students and increases his time consulting with staff members.

Student Demand for Individual Counseling. The time spent with individual students is upon the request of students at least the majority of the time. That is, at least six out of every ten counselor appointments with students are a response to student request for counseling. In all schools, guidance offices and appointment-making procedures are convenient

enough so that it is felt that this student demand represents a good indication of student needs for services. More than 50% of all student contacts with counselors throughout the system are not made by appointment. This might indicate both the availability of guidance personnel and the demands made for immediate service. The reader is directed to Table 9 which presents the data on appointments.

Summary Statements.

1. Counselors spend a larger proportion of their work day with individual students as the student grows older.
2. Students make more demands for counseling services as the students mature.
3. Counselors see students individually for twelve to fifteen major reasons. School related problems, personal-emotional, schedule adjustment, college selection and career selection are the five most frequent reasons.
4. Seasonal activities such as scheduling and college counseling are not fully and accurately reflected in the recorded data.
5. When compared with their colleagues, counselors who spent the least amount of time with students in individual counseling are the ones with the most administrative

and/or organizational and organizing responsibilities. These counselors spent the greatest amount of their time with staff members.

6. The major portion of individual counseling is initiated by the student and in most of these cases the student is serviced immediately.

TABLE 9

Summary Data of Counselor Appointment Distribution for Forty Working Days

	Elementary				Middle School				High School				TOTAL			
	Counselor Code															
	1		2		3		4		5		6					
Personnel	Yes*	No*	Yes*	No*	Yes*	No*	Yes*	No*	Yes*	No*	Yes*	No*	Yes	%	No	%
Administrator	3	12	2	5	2	14	0	1	0	0	1	32	8	11	64	89
Principal	38	61	7	26	6	21	7	26	5	70	0	0	63	24	204	76
Community Agency	3	0	0	0	1	0	0	0	5	3	1	4	10	59	7	41
Counselor	22	2	33	19	46	54	20	50	22	61	11	40	154	41	226	59
Director of Spec. Services	14	0	0	0	1	0	1	0	6	0	0	1	23	96	1	4
Nurse	3	29	0	1	0	2	0	8	2	7	0	20	5	7	67	93
Parent	22	17	27	16	8	1	7	6	5	9	2	8	71	55	57	45
Psychiatrist	4	0	0	0	0	1	0	1	0	0	0	0	4	67	2	33
Psych. Examiner	18	17	2	1	5	2	0	2	1	3	0	0	26	51	25	49
Social Worker	28	10	0	0	1	4	4	3	5	5	1	3	39	61	25	39
Student	94	56	147	159	208	115	148	133	148	498	159	523	904	38	1484	62
Teacher	90	136	78	72	54	62	42	102	26	162	18	126	308	32	660	68
Superintendent	1	6	3	4	2	0	0	1	2	1	0	0	8	40	12	60
Tutor	5	6	0	0	0	0	1	5	0	0	0	0	6	35	11	65
Speech and Hearing	7	6	0	1	0	0	0	0	0	0	0	0	7	50	7	50
Secretary	8	14	2	0	0	7	0	11	0	0	0	6	10	21	38	79
Learning Disability	21	13	0	0	2	6	3	1	0	0	0	0	26	57	20	43
Reading Staff	15	10	0	0	0	4	0	0	0	0	0	0	15	52	14	48
Aides	1	4	0	0	0	0	0	0	0	0	0	0	1	20	4	80

* "Yes" indicates an appointment that was arranged before the task was recorded for this study.

"No" indicates an unplanned contact with the personnel listed.

Category II - Seeing Students in Groups. Review of the eight weeks' data shows that 11% of guidance time at the elementary level is utilized with students in groups while 6.6% is used at the middle school and 3% at the high school. Category II is divided into three major areas: small groups, class group size, and larger than class size.

The greatest amount of the guidance counselor's time with groups at the elementary level is spent with Duso and Ojemann materials in the classroom. 77% of all the counselor's time with group work is spent in this type of human development activity with youngsters. About 12% of her time with groups is spent with a small student-advisory group. The counselor and the principal share the leadership role with this group. The 11% of total guidance time at the elementary school exposed the counselor to three hundred children and eleven teachers. It took approximately five hours out of each recorded working week. Virtually no time is spent with groups larger than class size. It is felt that guidance counselors at the elementary level can justify time spent in the classroom on human development programs if there is also an emphasized teacher training component to the in-class program. Given time and training, teachers should be able to bring the Duso and Ojemann programs to their students with the counselor or another trained

member of the staff performing only maintenance activities. When this point is reached much less than 11% of the counselor's total time might be spent in this activity.

The 6.6% of total time which is spent with groups in the middle school is comprised primarily of work with small groups. These groups are initiated in many cases by students who recognize that a problem exists within a group but who are unable to resolve it without the counselor's help. In some other instances, groups volunteer to gather regularly to discuss something of interest. In still other cases, the counselor initiated a group in order to provide a therapeutic environment--a support system--for a student who is having difficulty in school. One counselor is co-leading a human relations group of seventh graders and is also running a discussion club during one activity period each week. In both these cases, self understanding and relationships with peers and adults are frequent topics.

Two of the four counselors at the high school are also participating in the human relations program. Groups of students also meet with counselors to discuss college selection procedures. At the high school some groups of class size and some groups even larger than that have been addressed in terms

of both registration information and college selection and application.

Only 4.2% of the entire department's time is invested in working with groups. The efficiency of information dissemination to groups and the positive effects of counseling in groups is too well know to be able to accept this figure as being an adequate one. The primary reason why so few groups are currently being conducted may be due to school schedule difficulties. Positive attempts should be made to increase use of group work in both information dissemination and counseling.

Summary Statements.

1. 4.2% of the entire department's time was spent with groups.
2. Time spent with students in class size groups is greatest at the elementary school.
3. Time spent with students in small groups is most frequent at the middle school.
4. Counselors with specific training in the human relations program tend to spend the most time working with groups of smaller than class size.
5. It is strongly suspected that there

is a greater need for group work than is presently being met. The needs assessment part of the Self-Study will specify the nature of this need.

Category III - Testing Activities. Counselors invested the least amount of time in testing over the period of the study. This can be explained in several ways: first, the P. S. A. T. and S. A. T. tests for high school students were given on November 4, and December 2, before the recording of guidance tasks began. Second, the Suffield standardized testing program was restricted this year to sample populations in the fourth and fifth grades and the entire sixth grades. In both cases the counselors in charge were responsible for the distribution and collection, but not the administration, of the tests. Teachers were responsible for test administration. Third, the time spent on organizing, ordering, and distributing the test materials was recorded in the "other" category by the Acting Director of Guidance because it was not a usual guidance responsibility for him to perform.

Summary Statement.

1. Every counselor spent the smallest percentage of his time during the time of the study on testing

activities.

2. If the study were to extend over the course of the school year, the high school counselors would probably invest a slightly higher percentage in this category because of the P. S. A. T.'s and S. A. T.'s.

Category IV - Telephone and In Person Contacts With Parents Concerning Children. A trend outlined in Category I correlating the increased demand for individual counseling with the age of the counselee finds a reverse trend in this category. It appears from an examination of the percentages of total time spent in this category that less counselor time is spent discussing student problems with parents as the student gets older. The elementary counselor spends 6% of her total time with parents, the middle school counselors 8.1% of their time, and the high school 4.3%. It is suspected that the 6% at the elementary level should be considerably higher. However, because many parent conferences were held with teachers and/or other consultants, they were recorded under a different task code. Of the forty-nine appointments which were held with parents of elementary children, 50% of these were not by appointment, and fifty-one phone consultations were held--two-thirds of which were parent initiated.

Table 10 presents data on phone use. These facts indicate that much more than 6% of the counselor's total time was involved with parents. The calls were concerned with school related (62%) and personal-emotional (26%) problems. A fact that does not show up on this task analysis is the great amount of time spent with parents discussing school programs (e.g. non-graded, open classroom, independent progress) and also providing professional assistance on child rearing practices.

The guidance staff at McAlister Middle School invests 8.1% of their total time in Category IV. This percentage is also assumed to be deflated because of the fact that much of the time spent with parents is shared with the teaching and consultative staffs. Team teaching (a teaching model which will be discussed in relation to the next section) has facilitated this type of parent-teacher-child conference. It is interesting to note that 32% of the time spent with parents at the middle school reflects registration related activities. 34% is spent on school-related activities and 10% on personal-emotional problems of students and/or parents. The elementary counselor spends only 9% of her time on this task. It is believed that these differences reflect different methods of processing new students in Suffield. A close examination will be made of

TABLE 16

Summary Data of Counselor Telephone Use
Distribution for Forty Working Days

	Elementary		Middle School				High School				TOTAL			
	Counselor Code													
	1		2		3		4		5		6			
Personnel	S*	R*	S*	R*	S*	R*	S*	R*	S*	R*	S*	R*	S*	%	R*	%
Administrator	4	2	3	2	2	0	2	0	0	0	7	2	18	75	6	25
Principal	15	17	6	3	2	0	5	0	3	3	0	0	31	57	23	43
Community Agency	5	3	0	0	0	0	2	0	12	5	3	2	22	67	11	33
Counselor	14	12	52	33	19	8	22	28	16	22	10	3	133	56	106	44
Director of Spec. Services	10	14	10	1	0	0	3	1	16	13	0	0	39	57	29	43
Nurse	2	0	1	1	0	0	1	0	0	1	0	0	4	67	2	33
Parent	16	35	35	52	52	13	10	28	18	10	9	17	140	47	155	53
Psychiatrist	0	0	1	0	0	0	3	1	0	0	1	1	5	71	2	29
Psych. Examiner	3	2	0	2	8	4	1	1	4	4	5	2	21	58	15	42
Social Worker	7	15	23	12	6	4	13	7	12	6	5	3	66	58	47	42
Student	0	0	3	7	4	2	8	7	4	5	4	11	23	42	32	58
Teacher	8	2	15	5	4	3	3	9	1	3	2	0	33	60	22	40
Superintendent	0	1	6	1	0	0	1	5	9	1	0	0	16	67	8	33
Tutor	2	1	3	1	3	2	10	4	18	12	0	0	36	64	20	36
Speech and Hearing	0	0	0	0	0	0	0	0	0	0	1	1	1	50	1	50
Secretary	14	21	11	5	7	2	3	2	0	0	0	1	35	53	31	47
Learning Disability	0	0	5	2	0	0	1	3	0	0	0	0	6	55	5	45
Reading	0	0	0	0	0	0	0	0	0	0	0	0				
Aides	0	0	0	0	0	0	0	0	0	0	0	0				

* S = Counselor made the phone call
R = Counselor received phone call

these methods in order to assess the one which is most efficient for meeting student needs at each level.

As in the elementary school, parents of sixth and seventh graders initiated most of the phone contacts, but this trend reversed itself in the transitional counselor position with grades eight and nine. In this position, most of the contacts were initiated by the counselor. The data indicates that the bulk of time was spent on school related problems with only 14% on scheduling. The reason for these phone contacts must be examined more closely in the needs assessment part of the Self-Study program.

The high school program spent an average of 4.3% of their time on Category IV. Their appointments with parents were significantly fewer in number than at the Kindergarten-seventh grade levels. Phone calls with parents were also much fewer in number. The high school guidance counselors, however, were similar to their colleagues at other levels in that they spent large proportions of their time discussing school related and personal-emotional problems with parents. 13% of their time with parents was spent discussing career-college decisions. From other data, we suspect the greatest part of this centered around college information.

Summary Statements.

1. As the students grow older, their parents' telephone or personal contact with the guidance counselor decreases until grade eight.
2. School related and emotional problems are the dominant topics of discussion for the parent contacts through the twelve grades.
3. After grade eight, career and college information increases in frequency in discussions with parents.
4. Frequently parent contacts are with counselors and other educational personnel.
5. The organizational pattern of the school in which a counselor works is thought to be a major factor in determining guidance functions.

Category V - Working With Staff. Each week, an average of fifty-seven hours is spent by counselors throughout the system consulting with staff members concerning classroom and student problems. With the exception of two counselors, this category represents the major portion of time spent over an

eight week period. The category represents the single largest investment of time for the entire guidance department (28.6%) and of the elementary (41%) and middle school (24.9%) programs specifically. Obviously, this is a major area of guidance services and is worthy of close scrutiny.

All guidance counselors work with many different specialists within the educational community. Teachers, learning disability personnel, administrators, parents, and students are only a few of the people whom a counselor associates with in his counseling activities. The sixth page of the Data Summary Sheet (Appendix E) listed fifteen different categories of school related personnel. The counselors soon found this list to be inadequate. To it would have to be added such categories as tutor, secretary, 3-R representative, protective services investigator, college representatives, Board of Education members, and other town officials.

Nowhere in the guidance department is this aspect of the counselor's role more evident than at the elementary level. The data clearly shows the tremendous amount of time required to coordinate personnel and services. 28.8% of the elementary counselor's total time in Category V is spent arranging for conferences. This is twice as much

time as was spent consulting with staff about a student with school related problems. This category represents 14.5% of the total time spent with staff. Other activities that take a significant amount of time within this category are consulting with teachers regarding class problems (13.1%) and consulting with staff concerning a student with personal-emotional problems (8.8%).

Almost one-fourth of the elementary counselor's time is spent directly involved with staff members discussing children and their adjustment problems. This is the type of time investment the authors expected to find at this level. In Suffield much emphasis is placed upon individualization of instruction and early diagnostic and remedial work with students evidencing difficulties in school. Whenever this educational atmosphere exists, heavy demands are placed upon the individual designated as an expert in human growth and development as well as in classroom management. Teachers, parents, administrators, and specialists continuously want to "touch base" with this person in an effort to insure the most rational and appropriate program for the students involved. The counselor, in turn, must consult with the other experts (i.e. teachers, administrators, speech therapists, tutors, etc.) to gain the overview necessary to recommend programs

for individuals and groups. Perhaps more than any other person in the elementary program, the counselor has to meet with a wide range and number of individuals in order to provide and coordinate adequate services. The physical realities of the elementary job increase the tremendous amount of time required to coordinate services. Working for two principals, servicing three schools, having only one office, and sharing an over-burdened secretary with the principal tend to make the coordination efforts less efficient than they might be. It is hoped that later portions of the Self-Study project will clarify ways in which the time spent in coordinating services could best be reduced without reducing the quality of those services.

At the middle school level, 32.1% of the sixth and seventh grade counselor's time is spent arranging conferences and working with staff. Less than one-half of this time (12.9%) was spent by the transitional eighth-ninth grade counselor with staff. In the case of both counselors, the greatest amount of time within this category was spent on school related problems. It is surprising upon first inspection that so much time is spent with staff within the middle school (24.9%). It is important to understand the educational structure within which these counselors operate in order to better understand this data.

McAlister Middle School is organized around a model of team teaching which provides common planning and conference time within the school days for each of the two teams at each grade level. With this scheduling arrangement, the middle school counselors have been able to set a fixed schedule of meetings several times each week throughout the school year. During the period of this study, these team meetings were used for conferences with parents, conferences with student, phase change discussions, educational referral planning, program development, and behavior modification program design and implementation. Only 29% of total time with staff was spent discussing students with personal-emotional problems. The team schedule greatly facilitated work and communication with both staff and students. The elementary and high school programs required more time to be spent coordinating staff for meetings. Often these meetings had to be held after the school day. Obviously, the more available the staff is for work with guidance counselors, the more time the counselors can spend on consultations, not the arrangement of same.

The high school guidance department invests approximately twenty-three hours each week discussing student and school related problems with staff. In the case where administrative responsibilities are handled, involvement with staff increases significantly--with a

corresponding reduction in time spent with students. The chairman of the high school guidance program spends 36% of her total time with staff while the other two counselors invest 12.6% and 16% of their total time on these activities. Of the chairman's 36%, 32% is spent on school related problems, 18% on arrangement of conferences, and 13.5% discussing students with personal-emotional problems. Many of these consultations with staff included the student and sometimes the student's parent. The other two counselors at the high school level also invest the greatest single portion of their time with staff to school related problems, and a small proportion of their time--9% and 7% for counselors No. 4 and No. 5 respectively--to discussion of personal-emotional problems.

Role of the Counselor As Consultant. The data presented in Category V of this study, along with the available data on appointment and phone call distribution confirm beyond any reasonable doubt, that consultative services are in great demand from the populations serviced by the guidance department. While the exact nature of these demands, their appropriateness and the quality of the counselors' responses are all undefined variables at this time, the fact that the guidance services reach almost every member of the educational community and are more often

than not requested, leads us to the tentative conclusion that some important educational and emotional needs of students are being met by those individuals (i.e. administrators, counselors, and teachers) who have been assigned this responsibility. It is also the authors' feelings that the high degree of involvement by so many individuals in planning programs for students reflect a total, comprehensive approach to work with students. This approach is felt to be the most productive in terms of long range goals and is supported by current theory in counseling and educational management. The coordination of school personnel, students, parents for guidance services is a primary responsibility of counselors. This coordination is felt at this point to be indispensable to the running of a well ordered and humanistic educational program. The remaining stages of the Self-Study will define the accuracy of this perception of guidance services.

Summary Statements.

1. 28.6% of the guidance department's time is spent working with staff.
2. The elementary guidance counselor spends 41% of her time working with staff. 28.8% of this percentage is invested in coordinating personnel and services.

3. The physical realities of the elementary guidance position--working for two principals, three staffs in three buildings, having one small office, and sharing overburdened secretarial help--tend to make coordinating efforts inefficient.
4. The teaming model at the middle school seems to account for the amount of time spent with staff.
5. A major proportion of time is spent at all levels discussing matters other than of a personal-emotional nature.
6. Counselors spend a large part of their time coordinating services for staff and teachers.

Category VI - Working With Records. Just as the layman is deluded about the limited types of contacts a counselor has with students*, he also is often under the false impression that the time counselors are not with students is spent shuffling papers, copying grades, and writing recommendations. The task analysis data received from this section

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*See discussion of Category I

describes several important aspects of Suffield counselors' work with records, but does not confirm the impression of many outside the profession.

The most outstanding piece of data is the amount of time spent during the average school day for this task analysis study. 30% of total time on records was used at the elementary school for this task analysis (approximately one hour and twenty minutes each week); 36% (approximately three hours and fourteen minutes) at the middle school, and 17% (approximately four hours and twenty-five minutes) at the high school. This of course does not include the out of school time which will be discussed at the end of this chapter. The staff feels comfortable with the expenditure of this time.

It is felt that any worthwhile evaluation program in education requires the expenditure of time and energy for careful planning. It is also felt that the value of this study in terms of the future growth and development of the Suffield guidance program more than justifies the time and effort expended this year.

Another interesting part of the record data is that which refers to time spent on referrals and the time spent on preparing transcripts. It appears that as a counselor works with older students, he spends less

time writing and keeping records and more time writing transcripts. Within Category VI the elementary counselor expends 22% of her time on referrals and 6% on transcripts. Her counterparts at the high school level spend less than 1% on referrals and 14% on the combined tasks of tabulating credits and preparing transcripts. In the middle school, the sixth and seventh grade counselor spends 9% of his time on transcripts. In the cases of both the elementary and middle school counselor, the absence of guidance secretaries to do the copying of grades and other clerical tasks related to preparing a transcript results in the percentages being as high as they are. (At the middle school, secretarial assistance will help a great deal next year.)

Summary Statements.

1. Counselors perform a wide range of tasks related to record keeping.
2. Counselors dealing with high school students spend less time with referral writing and more time on transcript writing than their colleagues at the lower levels.
3. Record keeping does occupy between 10% and 21% of a counselor's day. The secretarial assistance and the job responsibilities of a counselor

may explain this wide variation.

4. The task analysis study took a major portion of the Category VI for most counselors. Expenditure of time for task analysis is seen as worthwhile and necessary for future development.

Category VII - Other Activities. It is suspected that almost every job has a few tasks that do not fit well into larger job categories. Guidance work is no different in this respect, and thus Category VII is part of this task analysis. Under the amorphous heading of "other activities" are different types of consultations (e.g. with pupil personnel workers, school psychologists, college representatives), public relations activities, travel, lunch, attending meetings, writing counseling reports, professional reading. . . .

Category VII presents a more erratic set of data than any of the other six categories. The elementary counselor spends a total of 23% of her time with "other" related activities, the middle school counselor spends 12.7% of his time, the transitional counselor 34.4% of hers and the three full time high school counselors spend 27%, 42%, and 14.5% of their total time respectively. It is difficult to discuss any meaningful trend emerging from this data.

While predictable trends cannot be explained throughout Category VII, explanations are available for the variability in received data and some important statements can be made from the data about specific tasks in Category VII.

The reader is first referred back to the stated Limitations of this study. Limitation B states that all possible tasks could not be outlined on the Guidance Task Analysis Code Sheet and that certain tasks "fell through the grid." It is the authors' contention that counselors used different criteria to assign tasks to this category. As a result, not all entrees in Category VII are comparable from department to department with the degree of accuracy that exists for the first six categories. With this in mind, a discussion of Codes 7J (attending meetings) and 7P (travel) will follow.

The time counselors spend in meetings is felt by many to be extensive. This impression, just as several others discussed in this chapter, is not entirely accurate. Of all the time spent in meetings that are not directly related to students and their school related problems, (7J tasks), the elementary counselor spends 53% of her time in meetings, the middle school counselors spend an average of 31%, and the high school counselors 60.6%, 27%, and 12%. The meetings

occupy an average five hours each week at the elementary level, two hours and forty-five minutes at the middle school level, and an average of twelve hours and fifty minutes at the high school.

The elementary counselor invests time and energy into the following areas under the 7J category: planning and placement teams (P. P. T.'s) which are assigned to design educational programs for Suffield students who are having adjustment and/or learning problems; a 3-R Steering Committee assigned to help supervise and direct this special program established for the assistance of children who are so socially and emotionally disturbed that they cannot make it in the public school setting; the Health Committee charged by Curriculum Council to develop a Kindergarten-twelfth grade Health Education program; consultative sessions with learning disability personnel; a state department sponsored committee charged with helping other towns set up 3-R units; meetings and conferences related to the explanation of ANISA. All these meetings are directly related to the consultative role and areas of expertise of this counselor.

At the middle school the counselors are involved in meetings that vary greatly. One counselor is involved with the Human Relations Program and therefore attends meetings after school and in the evening to continue

his training in the area of group work and to help organize the program. Meetings are also held with the school-related member of the police department, tutors, teacher aides, speech therapists, and learning disability personnel. A total of 20.8% of all time in Category VII is spent in this way by the counselors at the middle school.

The high school counselors are engaged in an equally wide variety of meetings. Two counselors at this level are part of the Human Relations Program, one is a representative on the funnel committee for special education classes in the four towns, another counselor is a member of the Curriculum Council (which meets one full day each month). Counselors at the high school level are class representatives, members of Curriculum Council Committees, and appointed members of special high school study groups. The high school guidance staff spends 28.6% of their time in Category VII in meetings.

In addition to all the above mentioned meetings, every guidance counselor attends a Kindergarten-twelfth grade guidance meeting which is held every other week and also attends all faculty meetings at the appropriate building levels.

The task code 7P refers to counselor travel. This

code refers to an important amount of time for only two counselors--the elementary counselor who works in three buildings and the transitional counselor who services the middle school and the high school. 18% of the elementary counselor's time in Category VII and 6% of the transitional counselor's time in this category was taken up by travel.

Approximately one and a half hours are expended each week by the elementary counselor on travel. In addition to the travel among three schools, she also had to make trips to Newington Crippled Children's Hospital, Squadron Line School, the Gengras Center, the 3-R units and several special home visits when parents had no transportation into school.

Each week the transitional counselor is assigned to the middle school for three days and to the high school for two days. She walks between buildings only when situations force her to break this schedule. She expends approximately one hour each week in her travel between schools.

School Related Activities Not Represented in This Study. During the eight week period in which the counselors recorded each task performed within the school day, their time was also required for services which did not fall within the scope of the school

day. Since these demands occur in some form throughout the school year it was decided that it would be valuable to report those which were actually met during the eight week task analysis period.

One Friday night an upset student came to a counselor's home and received two hours of personal counseling. Former students still in need of services took twelve hours of counselor time during evenings and week-ends. Ten phone calls from students and three from parents were received by counselors at home in the evening.

A counselor was summoned by the Division of Protective Services to appear in court on a youngster's behalf. This took six hours of vacation time. Also during vacation a counselor met with a Curriculum Council Committee for two days. (Fifteen hours and thirty minutes). Four hours of vacation time were spent in coordinating transportation for students who will be participating in a special program at Goodwill Industries.

Each counselor spent an average of fifteen hours compiling data and preparing materials for this department at home during week-ends and during vacation. Mr. Borsari, Acting Director of Guidance, devoted forty hours to the task analysis beyond the school day.

PARENT SURVEY

Introduction

At each building level, counselors were responsible for the distribution and collection of Parent Survey Forms. Students were assigned numbers and then tables of random numbers were used to select the student populations. Thirty-three percent of each population tested was selected with this process. A cover letter and a Parent Survey Form were sent home in an envelope with the selected students. Homeroom teachers were asked to make this initial distribution and to make note of missing surveys. The homeroom teachers were then requested to send a second form, along with a follow-up letter to those parents who had not responded. At the elementary level 97% of the surveys were returned. Parents of middle school and high school students had returns of 61% and 41% respectively. All forms were returned to the counselors with no identification of the respondent. The surveys were numbered as they were received. This number became their only identification. The same format for the cover letter, the Parent Survey and the follow-up letter was used at all three levels. Only the date and the name of the parent coordinator changed.

Parents had been invited to respond to open-ended

questions (D-1, D-2, E) on the third page of the survey. These responses were copied from the surveys by students in the high school business department and placed on typed sheets for easy review. Mathematical processes required to derive the numerous percentages were performed by the high school business students as well. Data from the objective questions was tallied by the Project's secretary, counselors and students. Tables of summary data were then prepared. These, along with parent comments appropriate to either the elementary, middle or high school guidance staff were shared with the counselors. The counselors were asked to respond to the data. Their responses make up the greatest part of the findings and recommendations.

At the end of the survey instrument, parents were invited to request final reports. Well over two hundred parents requested this report.

GUIDANCE EVALUATION PROJECT
SUFFIELD PUBLIC SCHOOLS
SUFFIELD, CONNECTICUT 06078
1-203-668-7384

January 29, 1973

Dear Parents:

In an effort to improve its services, the Suffield Guidance Department is conducting an evaluation project that involves parents, students, teachers, Board of Education members, and community agencies. This project is being financed by a federal grant. You and eight hundred other parents have been randomly selected as a representative sample of all Suffield parents with children in the public schools. The attached list of questions is our way of finding out what parents know and feel about guidance services in Suffield. Your willingness to take a few minutes filling out the form and returning it to school with your child will be greatly appreciated. Your cooperation is essential if this study is to be meaningful.

If there are any questions about the questionnaire or the evaluation project itself, please call one of the counselors listed below.

For those parents who would like a copy of the final evaluation report, space has been provided on the last page of this form for a name and address. Reports may also be requested directly by calling

Mrs. Baxter at 668-7767.

We thank you in advance for your cooperation.

Please return your survey with your child by Thursday, January 31.

Malcolm D. Evans
Superintendent of Schools

Mr. Leonard Borsari, Middle School Counselor
Director, Guidance Evaluation Project
Telephone - 668-7384

Mrs. Helen James, Elementary Guidance Counselor
Parent Coordinator for Evaluation Project
Telephone - 668-7301

Elementary Form (K - 5) ____
Middle School Form (6 - 8) ____
High School Form (9 -12) ____

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078
1-203-668-7384

PARENT SURVEY FORM

Section I

A. Check the type of personal contacts you have had with your child's guidance counselor. If you have more than one child in school, please try to respond to these and all other questions in terms of the child bringing home this form.

__ 1. Participated in large group meeting or program conducted by the counselor
__ 2. Individual conference with the counselor
__ 3. Conference with the counselor and other school personnel (teacher, principal, nurse, etc.)
__ 4. Telephone conversation with the counselor
__ 5. Received letter or bulletin from the counselor
__ 6. Home visit by the counselor
__ 7. Other (Please specify) _____

B. How valuable do you feel the counselor's services have been to you?

__great value __some value __little value

__no value __no basis to judge*

Section II

A. Check the type of personal contacts your child has had with the guidance counselor. Use your knowledge of the contacts. Do not ask the child.

__ 1. Individual conference requested by the counselor

* "No basis to judge" indicates that you are not familiar with that part of the counselor's services.

__ 2. Conference requested by teacher
__ 3. Conference requested by administrator or specialist (nurse, reading teacher, etc.)
__ 4. Conference requested by the child
__ 5. Received special materials from the counselor (books, pamphlets, catalogs, bulletins, newsletters, forms)
__ 6. Small group meeting organized by the counselor
__ 7. Orientation meeting when the child moved from one school to another
__ 8. Regular guidance class conducted by the counselor
__ 9. Other (Please specify)

_____

B. How valuable do you feel the counselor's services have been to your child?

__great value __some value __little value

__no value __no basis to judge

Section III

A. Before each of the following statements, indicate how you feel the counselors are fulfilling that role by circling the appropriate rating. Your judgments do not have to be based on personal contacts. Try to make judgments in terms of all those things you have heard about or experienced with the guidance counselors. Space has been provided if you would like to comment on your responses. Please feel free to use the back of this sheet.

RATING SCALE

5 = excellent or very good; 4 = above average; 3 = average; 2 = below average; 1 = no basis to judge

		Comment
5 4 3 2 1	a. Helps parents to better understand their children's academic progress in school.	
5 4 3 2 1	b. Helps parents to better understand their children's interests and abilities.	
5 4 3 2 1	c. Helps parents to better understand the school's total educational program.	

Comment

5 4 3 2 1 d. Assists parents concerning realistic planning for the child's future.

5 4 3 2 1 e. Assists parents in making decisions concerning the child's welfare.

5 4 3 2 1 f. Assists parents who want to contact the school concerning their children.

5 4 3 2 1 g. Assists parents in finding community sources of help for the child.

5 4 3 2 1 h. Helps children to improve academically.

5 4 3 2 1 i. Helps children to better adust to the school situation.

5 4 3 2 1 j. Helps children to develop positive attitudes and values.

5 4 3 2 1 k. Assists children in assuming more personal responsibility.

B. If your child were having an academic problem in school, which of the following personnel would you be most likely to contact first?

1. Subject teacher ___
2. Homeroom teacher ___
3. Principal ___
4. Counselor ___
5. Nurse ___
6. None of above ___
7. Other ___ Specify: _____

C. If your child were having a social problem in school, which of the following personnel would you be most likely to contact first?

1. Subject teacher ___
2. Homeroom teacher ___
3. Principal ___
4. Counselor ___
5. Nurse ___
6. None of above ___
7. Other ___ Specify: _____

D. 1. What do you consider to be the major strengths of the school guidance program?

2. What do you consider to be the major weaknesses of the school guidance program? How could these weaknesses be improved?

E. What is your reaction to this survey?

For a Copy of the Report:

Name _____

Address _____

GUIDANCE EVALUATION PROJECT
SUFFIELD PUBLIC SCHOOLS
SUFFIELD, CONNECTICUT 06078
1-203-668-7384

January 31, 1974

Dear Parents:

A few days ago your child brought home a questionnaire which you were asked to complete and return. To date we have not received the form, but knowing the dangers inherent in a "student mailing" and the very busy schedules of most households, we are sending home another form.

Please take the time to fill in the questionnaire and return it to school tomorrow with your child. We are most anxious to have your comments.

Thank you for your anticipated cooperation.

Sincerely,

(Mrs.) Helen James
Elementary Guidance Counselor
Parent Coordinator for
Evaluation Project

DATA

Table 11 presents responses to questions 1 through 6 on Section IA of the Parent Survey. These questions were designed to help establish the type and frequency of contacts Suffield parents have had with guidance personnel. Parents were able to indicate more than one type of contact. This resulted in the possibility of more contacts than respondents. Each of the six presented contacts is examined for the elementary schools (grades 1-5), the middle school (grades 6-8), and the high school (grades 9-12). The total number of responses to each category are ranked from one to six. The ranking indicates the degree to which each service is being used by parents as compared to the other services. The distribution and use of these services is ranked, of course, according to the parents' experiences with guidance.

TABLE 11

SUMMARY DATA FOR SECTION IA - QUESTIONS 1-6

Question	Elementary (N=381) Observations	Ranking	Middle (N=185) Observations	Ranking	High School (N=125) Observations	Ranking
1	45	2	17	5	14	5
2	43	3	47	1	29	3
3	92	1	43	2	17	4
4	35	4	37	3	30	2
5	19	5	24	4	40	1
6	6	6	0	6	3	6
	239		168		133	

Table 12 depicts the responses parents made to question IB. This question asks parents to rate how they felt about the counselor's services. In those cases where parents had more than one contact, it is assumed that their response indicated a general impression of services. A large percentage of the total responses were "no basis to judge" and some parents did not respond to this question at all. Percentages for the first four categories (i.e. great value, some value, little value, no value) have been calculated in exclusion of the "no basis to judge" category. The percentages in Table 12, therefore, reflect the feelings of only those parents who had some basis to judge.

TABLE 12

SUMMARY DATA FOR SECTION IB

Rating	Elementary (N=315) Observations	% *	Middle (N=185) Observations	% *	High School (N=125) Observations	% *
GV	47	37	34	34	15	20
SV	52	42	39	39	31	42
LV	8	6	14	14	12	16
NV	18	15	13	14	16	22
NBJ	216	-	78	-	38	-
	341		178		112	

* % of those parents having an experience with the guidance program.

DATA

Section IIA of the Parent Survey contains eight questions designed to estimate what type of personal contacts parents think their children have had with counselors. Summary data of parent responses to these questions is presented in Table 13. As in the case of Table 11 (IA) for questions 1 through 6, the respondents were able to indicate more than one observation per question. Many parents were not aware of any counselor-student contacts and did not respond to this question. The results are treated in the same manner as were those for questions 1 through 6.

TABLE 13

SUMMARY DATA FOR SECTION IIA - QUESTIONS 1-8

Question	Elementary (N=381) Observations	Ranking	Middle (N=185) Observations	Ranking	High School (N=125) Observations	Ranking
1	13	5	49	1	33	2
2	35	1	14	6	13	5
3	21	2	7	7	2	8
4	10	0	42	2	57	1
5	14	4	24	3	27	3
6	12	6	17	5	11	6
7	10	0	21	4	19	4
8	16	3	5	8	7	7
	131		179		169	

DATA

Section IIB requested parents to indicate how valuable they felt the services of the counselor had been to their child. As in Table 12 (IB), some parents gave one rating after listing knowledge of more than one activity, many had no basis to judge and some did not respond--indicating they, too, had no basis to judge. Table 14 presents, then, summary data for Section IIB. All data is treated as it was for Section IB.

TABLE 14

SUMMARY DATA FOR SECTION IIB

Rating	Elementary (N=381) Obser vations	% *	Middle (N=185) Obser- vations	% *	High School (N=125) Obser- vations	% *
GV	37	33	42	36	21	25
SV	48	43	51	44	43	52
LV	10	9	10	8	7	8
NV	17	15	14	12	12	15
NEJ	236	-	64	-	25	-
	348		181		108	

* % of those parents having an experience with the guidance program

DATA

Table 15 data are presented for Section III, questions a through k. Each question represents a general goal for Suffield's guidance program. Parents at each of the three levels (parents of elementary, middle school or high school students)

TABLE 15

SUMMARY DATA FOR SECTION III - QUESTIONS a-k

Question and School Level		Percentages in Each Response Category 5*	4*	3*	2*	1*
a.	E	22	16	16	5	40
	M	12	19	28	11	30
	H	5	9	22	21	44
b.	E	19	17	17	4	42
	M	13	22	27	9	28
	H	8	10	15	21	46
c.	E	17	20	18	5	40
	M	15	23	28	9	26
	H	7	12	24	15	41
d.	E	12	15	19	8	47
	M	17	17	17	16	34
	H	11	12	30	12	37
e.	E	16	19	17	4	44
	M	15	17	29	11	28
	H	7	10	26	11	37
f.	E	23	16	16	4	41
	M	24	16	27	8	26
	H	8	18	25	13	37
g.	E	16	17	12	4	51
	M	13	14	19	10	44
	H	6	12	21	17	44
h.	E	16	18	21	4	42
	M	14	20	27	10	29
	H	7	4	23	14	52
i.	E	21	22	18	4	36
	M	15	22	29	11	24
	H	10	16	22	22	30
j.	E	17	15	23	4	41
	M	17	19	25	11	29
	H	8	11	19	16	45
k.	E	16	15	18	6	43
	M	17	16	26	11	31
	H	12	11	17	19	41

* 5 = excellent or very good; 4 = above average; 3 = average; 2 = below average; 1 = no basis to judge

FINDINGS

Table 16 presents the percentage of responses to question IIIB. Table presents the percentage of

responses to question IIIC. These questions were designed to try to help us understand the preferences parents had for various members of the public school staff when help was sought for their child's academic or social problem. Data is not presented for the parents' responses at the high school level because of an administrative error in question IIIB invalidated the results for both IIIB and IIIC.

TABLE 16

SUMMARY DATA FOR SECTION IIIB - QUESTIONS 1-6

Questions	Elementary (N=381) Observations	%	Middle (N=185) Observations	%
1	305	82	123	65
2	35	9	5	3
3	12	4	18	10
4	20	5	42	22
5	0	0	0	0
6	0	0	0	0
	372		188	

TABLE 17

SUMMARY DATA FOR SECTION IIIC - QUESTIONS 1-6

Questions	Elementary (N=381) Observations	%	Middle (N=185) Observations	%
1	49	12	15	8
2	165	40	16	9
3	63	15	54	30
4	133	32	93	51
5	3	7	2	1
6	1	3	2	1
	414		182	

DATA

Question D-1 asked parents to elaborate on what they considered to be the major strengths of the guidance program. Below please find some responses that appear to be indicative in both tone and content of the parent responses. It should be noted here that most parents responded to the open ended questions.

Elementary

"The guidance people seem to be dealing with those students with specific problems. With the help of others, they seem to be diagnosing problems and placing children in educational and social programs suited to the individual."

"From the little I know, I would say the major strengths would be to help students adjust to social problems."

"We are not familiar with the entire program. Sorry."

"Seem to be easily reached and friendly. I have had no direct dealing with them."

"The major strength as I see it is that the elementary guidance people have a sincere interest

in children and a positive attitude. Also, from what I have heard, they are as interested in small problems as the larger ones."

Middle School

"The personal contacts made available to students with problems."

"I don't know anything about Middle School."

"Bridge between parents and school problems."

"It brings a closer relationship between parents, teacher and student."

"Counseling children with academic subjects, also with special problems."

High School

"College information, getting teachers and parents together, scheduling."

"Help with information to continue furthering education."

"They help the children to make the important decisions of subjects they are going to take. . ."

"Not familiar enough with the program to respond to this question."

"Their availability to students and parents."

"The major strength is in having the child able to confide or consult someone they trust, who can guide them to help solve any problem."

Question D-2 asked parents to elaborate on what they considered to be the major weaknesses of the school guidance program. They were also asked to suggest methods of improving the cited weaknesses. Here are some representative responses:

Elementary

"Lack of communication with parents of the child in lower grades K-5. Have meetings (general meetings) to explain the guidance program for younger children."

"I think the department should make more information available to parents regarding your programs."

"I don't think they help a child to assume any responsibility, or help a great deal in planning a good future. I also think they wait too long to tell a parent of a problem and sometimes its already out of hand."

"No basis to judge."

"I suspect that many children don't know who the guidance counselor is and what function he serves. Perhaps they should be formally introduced upon entering each new school on a one to one basis even if for only a few minutes."

"Parents are not aware of guidance and how to use it."

Middle School

"Lack of availability of the counselor."

"Am not familiar enough with the program to judge."

"Counselors get too personal in things of the child."

"Not enough personal contact with parents--by contacting the parents of the student involved."

"Insufficient career awareness for the children."

"I think the parents could be made more aware that there is a guidance program and its functions."

"Not enough said about the services provided."

High School

"The guidance program's main concern is with those students who are going to college. What are the chances of increasing the studies for non-college people?"

"Lack of home-school coordination. Raise parental self-esteem by encouraging them to develop confidence in their own parenting judgment in regard to each child in the family."

"Not enough guidance counselors to help the children."

"Lack of communication with parents."

"Should be more involved and let parents know what it is all about and how they can help their children. Also, talk to students about their grades and subjects to help them in getting into a college."

"Insufficient contact with graduates concerning how well they were prepared for their jobs or college."

Question E asked parents to give their reaction to the Parent Survey itself. Responses from the Elementary, Middle and High School parents were similar. Here are some samples of those responses:

"I am sorry to find myself so ignorant about this aspect of our educational system. I am familiar with the schools, very involved in the lower grades but never had any contact with any member of the guidance department. Is there any reason why a well adjusted student with no apparent problem should meet with a counselor? I hope the report will help me understand the role of guidance in our schools."

"Some better start saving the taxpayers' money and put it into education instead of wasting it."

"This survey has made us aware of counseling services."

"This is the best survey and a very good program to be followed by the staff of the school."

"I hope it improves the guidance program."

"I do not see its purpose."

"Hopefully the guidance department will become more aware of the necessity to make more information available to the parents."

"Interesting and hopefully helpful."

"I am pleased it is being done."

"I'm surprised to find there is a school guidance program."

"O.K." "Unnecessary"

FINDINGS

The responses to questions 1 through 6 of Section IA indicate that parents interact differently with counselors at the three levels. At the elementary level most parents had contact with the counselor while other school personnel were involved in a conference (3)*. The other two most frequent involvements were either participation in a large group meeting which was conducted by a counselor (1) or having an individual conference with a counselor (2). In contrast, most parents who have had contact with the Middle School counselors have had an individual conference (2). Almost an equal number have had a joint conference with the counselor and other school personnel (3). Telephone conversations comprise the third most frequent contact(4). In even sharper contrast, parents of high school students deal most frequently with the counselors by means of letters or bulletins (5). Telephone conversations and individual conferences are the next two most common types of contacts.

* Refers to the question number on the Parent Survey.

A greater consistency of parent-counselor interaction appears when the last two ranked items for each school are reviewed. Home visits (6) are clearly the most infrequent contact counselors have with parents. (Most home visits are conducted by trained social workers employed by Suffield.) Participating in large group meetings (1) is the second least frequent parent-counselor activity for both the middle school and high school staffs. (The elementary program ranks this activity second.)

The responses of parents to question IB indicate that the clear majority of parents who have had a personal contact with guidance services found them to be at least of some value. At the elementary level, 79% of the parents feel this way; at the middle school level, 73% of the parents feel services are at least of some value; at the high school level, 62% of the parents reflect this same feeling. While percentages are only calculated for the four qualitative ratings, it is equally important to point out that at the elementary level, 68% of the respondents had no basis to judge the quality of the counseling services. 42% of parents surveyed at the middle school had no basis to judge and 31% had no basis to judge at the high school. It appears that more than half the parents in Suffield have their children go through

the elementary grades without having any contact with their child's counselor. By the time Suffield parents have children finishing high school, almost one-third have still not had any contact with the counselor.

While these estimates are rough, at best, they do indicate that a large segment of the parent population is not receiving or requesting direct services from the guidance staff.

When parents are asked to indicate personal contacts they think their children have had with the counselor, it is found that parent perceptions of student-counselor interaction change from the Elementary to the Middle and High Schools. For instance, elementary parents view teacher requested conferences (2), administrator-specialist requested conferences (3) and guidance classes (8) as the three most frequent reasons for their children to meet with a counselor. In the two most frequent cases, the student was referred for services by an adult or a guidance service was brought to the student's classroom. The perceptions of Middle School and High School parents change to a more student-initiated involvement with counseling services. Teacher and administrator referrals are seen as less frequent. At the Middle School, the three most frequent reasons for involve-

ment are: an individual conference requested by a counselor (1); a conference requested by the student (4); materials given to the student by the counselor (5). Parents of high school students have a very similar perception. The order of the first three selections is altered but the same three selections were found in the Middle School: conference requested by the student (4); conference requested by the counselor (1); materials given to student by counselor (5).

It is equally interesting and revealing to look at the contacts that are perceived as least frequent. At the elementary level, a conference requested by a child (4) and an orientation meeting when a student moved from one school to another (7) were the most infrequent contacts. Both the middle school and the high school had the same activities for the least common contact (although, once again, their order was inverted): a conference requested by an administrator (3) and a regular guidance class conducted by the counselor (8).

As in Section IB, the responses of parents who had knowledge of counselor involvement with their children were very supportive. At the elementary level, 76% of the parents felt that the services were either of great value (GV) or some value (SV).

Parents of middle school students supported guidance services with the same two ratings in 80% of the contacts and at the high school with 77% of the contacts. At each of the three levels of guidance (i.e. elementary, middle and high school), approximately 15% of the parents felt that guidance services were of no value (NV).

Section III presents so much data that it is important to take a look at the general tendencies before dealing with specifics. The most obvious tendency is that the largest percentage figures usually are found in column 1, no basis to judge. With only four exceptions, the largest single category on each of the eleven questions was column 1 (no basis to judge). The four exceptions are all to be found at the middle school level in column 3 (average). More parents felt that middle school guidance was average (3) in helping parents to better understand the school's total educational program (c), helping children to improve academically (e), helping students better adjust to the school situation (f), and assisting parents in making decisions concerning the student's welfare (i) than had no basis to judge. In general, the percentage of parents responding to column 1 varied appreciably from school to school. The average percentage in this column for the elementary school is 42%, for the

middle school 29% and 41% for the high school.

While many parents had no basis to judge guidance services in Suffield, there were program goals that were supported (i.e. rated 5, 4, or 3) by more than 50% of all the parents who responded to the survey. At the elementary level eight of the eleven goals (a, b, c, e, f, h, i, j) are supported to this degree. At the middle school level, ten of the eleven goals were supported. Only g (helping to develop positive attitudes and values in the children) received less than 50% support. In the high school, two categories (d, f) of the eleven were supported. At the present time there does not appear to be a clear explanation for the apparent lack of support for the high school guidance program. Trying to explain these results will be one of the high school guidance staff's first task during its evaluation workshop.

DISCUSSION

The responses to questions IIIB and IIIC lead to a few simple conclusions. In both the elementary and middle schools, the subject teacher is seen as a clear preference when a parent wants to talk about an academic problem. When a parent has a child with a social problem in the elementary school, the home-room teacher is preferred first by 40% of the parents

and the counselor by 32% of the parents. In the middle school, the counselor is preferred for social problems by 51% of the parents and 30% of the parents would prefer talking with the principal.

DISCUSSION AND RECOMMENDATIONS

Suffield parents are involved with guidance services in different ways at each of the three levels. Whether this reflects the students' changing needs for guidance, the parents' changing needs for service, the counselors' different "styles", parental perception of the counselor's role, or some combination of the above is not certain at this point. (Data from the 1972-73 Task Analysis, however, certainly confirmed that students also tend to use guidance differently at different grade levels.)

Many Suffield parents either are not receiving direct services from the guidance staff, are not asking for them, or do not feel a need for them. It is estimated that more than half of the parents with children in elementary school have not had contact--direct or indirect--with their child's counselor. Almost one-third of parents in town who have children in school have not had a contact with the counselor. These statistics may be explained by one of two major conclusions. First, it may be that Suffield parents are indifferent to guidance services. Second, it

may be that Suffield parents are not aware of services offered by the guidance staff. In either case, if the schools feel that the counseling services are needed and valuable--and there is much data to support this view--then the schools need to improve communications to the parents relative to the counseling services. This seems especially true for parents of the elementary children. It is also important that the communication be not only effective but constant. There is an ever-present need to update former parents and inform new parents about the counseling services in Suffield.

While many parents have not had contacts with their children's guidance counselor, the majority of parents have had personal dealings with counselors. Of this large group of parents, more than 75% of them are pleased with the services they and/or their child received. These figures appear to say that the quality of services by the Suffield Guidance Department is well above average when it is either offered or sought. Further evidence of public support is found in Section III of the Survey. With the exception of the high school program, the guidance program in Suffield is perceived as fulfilling most of the eleven stated guidance goals.

It has also been demonstrated by this study that

parents of either elementary or middle school children have differing views about who they would seek to help them with their child's academic or social problem. Where an academic problem is concerned, most parents seek the help of the subject teacher, although 22% of parents of middle school children would go to the counselor. When a parent is concerned about his child's social problem, there appears to be a significant shift in responses between elementary and middle school. At the elementary school level, 40% of the parents would go to the homeroom teacher and 34% to the counselor. In the middle school, 51% would seek help with the counselor and 30% with the principal.

SURVEY OF FORMER GRADUATES

Introduction

The subjects for this Survey were the two hundred students from last year's graduation class (1973). Names and addresses of these students were on file at the high school guidance office. The Surveys were mailed to each subject with an accompanying stamped return-address envelope. A reminder letter, along with a Survey and self-addressed envelope was sent four weeks after the original mailing. From the two hundred subjects contracted, there was a response rate of 42%.

GUIDANCE EVALUATION PROJECT
SUFFIELD PUBLIC SCHOOLS
SUFFIELD, CONNECTICUT 06078
1-203-668-7384

Dear Alumnus:

In an effort to improve its services, the Suffield Guidance Department is conducting a federally funded evaluation project that involves past and present students, parents, teachers, Board of Education members, and community agencies. As a former Suffield High School student you are being asked to participate in our study so we will know how you feel about the guidance services at the High School, and how we might be able to improve them. Your willingness to take a few minutes completing the enclosed questionnaire and returning it in the self-addressed envelope will be greatly appreciated, since your cooperation is essential to the success of this study.

If there are any questions about the evaluation project or the questionnaire, please call either Mr. Borsari at 668-7384 or a member of the High School guidance staff at 668-7328.

In closing we would like to thank you for your cooperation and assistance with our current project.

Very truly yours,

A. Stuart Fuller

Jean Andersen

Rohland Thompson

Administrative Date _____

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078
1-203-668-7384

FOLLOW-UP SURVEY FOR FORMER SUFFIELD HIGH SCHOOL STUDENTS

HELP! DID YOUR SCHOOL PROVIDE YOU WITH ADEQUATE COUNSELING AND GUIDANCE? PLEASE HELP US TO FIND OUT BY COMPLETING THE FOLLOWING BRIEF SURVEY.

---

a. Which of the following best describes the course of studies you pursued while in high school? (check one)

Business education	_____	(01)
College preparatory	_____	(02)
General studies	_____	(03)
Vocational-technical	_____	(04)
Work study	_____	(05)

b. Sex (check one) -

Female	_____	(06)
Male	_____	(07)

c. Which of the following best describes what you are doing with the majority of your time and energy? (check one)

Employed	_____	(08)
Homemaker	_____	(09)
Military	_____	(10)
Student	_____	(11)
Unemployed	_____	(12)
Other (please specify) _____	_____	(13)

For questions d through o, please use the following key:
1 = little, 2 = uncertain, 3 = much, 4 = did not seek this service

(Example: If your answer to question d is "much", place a "3" in blank number 14.)

How helpful were the school counselors to you in each of the following areas? . . . .

d. Selecting and scheduling your courses.	_____	(14)
e. Making your future plans.	_____	(15)
f. Solving a problem with a teacher.	_____	(16)
g. Understanding your grades.	_____	(17)
h. Solving a problem with your parents.	_____	(18)
i. Understanding your abilities.	_____	(19)
j. Seeking information on jobs or schools.	_____	(20)

k. Solving a problem with another student. ____ (21)

l. Understanding achievement test scores. ____ (22)

m. Improving yourself academically. ____ (23)

n. Solving a personal problem. ____ (24)

o. How free did you feel to contact a counselor when you had a problem? ____ (25)

---

p. How many full-time jobs (30+ hours per week) have you had since leaving high school? (place answer in blank 26). If your answer to question "p" is zero or none, leave this section and move on to question "w" ____ (26)

q. List the full-time job titles you have had: _____

_____

_____

r. After you seriously began looking, how long did it take for you to find your first job? (check one)

0 to 3 months	____	(27)
3 to 6 months	____	(28)
More than 6 months	____	(29)
Had job arranged before leaving school	____	(30)

s. Which of the following best describes your degree of satisfaction with your present job? (check one)

very satisfied	____	(31)
satisfied	____	(32)
uncertain	____	(33)
dissatisfied	____	(34)
very dissatisfied	____	(35)

t. What features of this job caused you to be satisfied:

_____

_____

_____

u. What features of this job caused you to be dissatisfied:

_____

_____

_____

---

v. Have you been a full-time student since leaving high school? If your answer is "Yes", continue with the following questions. If your answer is "No", see note at bottom of page. Yes ____ (36) No ____ (37)

w. Name of school(s) attended: _____

_____

x. Course(s) of study: _____

_____

For questions y through bb, use the following key:

1 = little, 2 = uncertain, 3 = much, 4 = did not seek this service

(Example: If your answer to question "y" is "little", place a "1" in blank number 38.)

y. How much help in choosing a school did you receive from school counselors? ____ (38)

z. How much help in finding information relative to your choice of school did you receive from your school counselors? ____ (39)

aa. How much help related to the decision: "Should I go on to school?" did you receive from your school counselors? ____ (40)

bb. How satisfied are you with the school you attended or are presently attending since leaving high school? ____ (41)

cc. Did you leave that school before completing the course of studies? If you answer is "Yes", why? ____ Yes ____ (42)

_____ No ____ (43)

_____

Thank you for taking the time to fill out this survey. Please mail it right back to us in the stamped envelope which is provided.

Findings and Discussions

The first question of the Survey asks which course of study the respondents pursued while in high school. The largest percentage of respondents (48%) were in the college preparatory program. The next largest group (28%) were general study students. 14% of the respondents were business students and 10% were students in vocational-technical programs. This information represents a good sampling of students from different programs. Slightly more females than males responded to the Survey and the sample was also almost evenly divided in terms of those respondents who are currently employed--41% and full-time students--44%. 5% of the respondents are unemployed and 9% categorized themselves as homemakers.

Questions d through o of the Survey ask the subject to rate the helpfulness of twelve guidance services in terms of "little" (1), "uncertain" (2), "much" (3) and "did not seek this service" (4). Table 18 presents the percentages of responses in each of these categories. The results indicate that while in school, the respondents found the guidance services most helpful in the areas of selecting and scheduling courses--41%, seeking information of schools and jobs--40% and understanding abilities--23%. The least help was found in the areas of solving personal problems--9%,

solving problems with another student--10% and solving problems with parents--10%. It is interesting to note that in six of the twelve categories, more than 50% of the respondents had not sought the services. The services sought least often were those involving personal problems or a problem with teachers, parents or other students.

Item o presents data relevant to the former students' feelings of counselor availability and acceptance in the counseling suite. 42% felt the service was available to a small (little) degree and 38% felt it was very much available. Only 8% of the respondents did not have a contact with any counselor.

TABLE 18

PERCENTAGE OF RESPONSES TO HIGH SCHOOL FOLLOW-UP QUESTIONS d THROUGH o

Item	Little %	Uncertain %	Much %	Did Not Seek %
d. Selecting and scheduling your courses	32	7	41	20
e. Making your future plans	40	7	21	32
f. Solving a problem with a teacher	25	9	16	51
g. Understanding your grades	25	5	17	54
h. Solving a problem with your parents	10	1	14	75
i. Understanding your abilities	26	17	23	33
j. Seeking information on jobs or schools	35	4	40	22
k. Solving a problem with another student	10	1	10	80
l. Understanding achievement test scores	31	10	16	40
m. Improving yourself academically	23	15	11	50
n. Solving a personal problem	9	5	18	68
o. How free did you feel contacting your counselor	42	12	38	8

Table 19 presents a summary of responses to items p through s which are best classified as full-time-work-since-graduation information. Most of the seventy-one students answering question p have had one full time job since leaving high school--51%. 30% of the students have had no full time jobs, 11% have had two jobs, 7% have had three jobs and 1% have had four jobs. The

responses of forty-nine students to question r indicates that 51% of these students had to look for a job for as long as three months before they found one and that 49% of the students had a job arranged before they left school at the end of their senior year.

Forty-one students responded to question s. Of these forty-one respondents, 75% were at least satisifed with their present job and 11% were either dissatisfied or very dissatisfied.

TABLE 19

PERCENTAGE OF RESPONSES TO HIGH SCHOOL FOLLOW-UP SURVEY - p THROUGH s

Item		%
p.	0	30
	1	51
	2	11
	3	7
	4	1
r.	0-3	51
	3-6	0
	6+	0
	Before	49
s.	Very Satisfied	41
	Satisfied	34
	Uncertain	12
	Dissatisfied	5
	Very Dissatisfied	7

When asked for reasons why they were either satisfied or dissatisfied with their job, the subjects provided responses:

A. Features of the job causing personal satisfaction:

"Good work and people to work with and for; interesting activities."

"People."

"Good pay."

"Small office, not as much pressure. Close to home."

"Hours. Sense of independence."

"Talking to and helping people."

"Location. Chance for advancement."

"Money, benefits, opportunity for advancement."

"Enjoy working with and helping people."

"Meeting people, being active."

B. Features of the job causing personal dissatisfaction.

"Boring work; hot, dirty environment; low pay."

"The boss."

"Pay."

"No future."

"Repetitive, boring."

"Least experienced man gets the worst jobs."

"Going out of business."

"Employer doesn't take time to teach new things."

"Hard hours."

SURVEY OF PRESENT HIGH SCHOOL STUDENT GUIDANCE AWARENESS, ASPIRATIONS AND PLANS

Introduction

This Survey is comprised of five major areas. Each area is intended to assess the present high school students' attitudes and opinions about important guidance topics and student aspirations.

The first two sections concern the students' perception of guidance counselors. The first is comprised of thirty-three items (a-gg) which ask the students' opinions about what they think the counselors actually do. Each student is asked to respond with a "yes", "no", or "not their responsibility" to each of the statements. In the second section of the Survey, the student is presented with eight characteristic guidance tasks and asked to select three which take up most of the counselors' time.

The next three sections are concerned with the students' personal aspirations and plans. The third section asks students to indicate which one of nine post-high school plans he/she would like to pursue. The fourth section trys to assess how much confidence students have that they will achieve their goals. The fifth and final section asks students what they think will be the major interference with their plans.

The high school guidance staff was responsible for the distribution, collection and tallying of this Survey. The business department students calculated the percentages. Randomly selected students were presented the Survey on a target date. The resultant population was 60% of total student population: 182 ninth graders, 150 tenth graders, 125 eleventh graders and 120 twelfth graders.

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078
1-203-668-7384

HIGH SCHOOL STUDENT AWARENESS SURVEY

The purpose of this survey is twofold: 1. to allow you to help evaluate your present counseling and guidance staff and 2. to learn more about your own future plans. You can help by being thoughtful, fair and honest. Thank you.

Grade Level: ___ Sex (check one) Female __ Male __

Directions: When you answer questions a through gg, be sure to remember the general question, "Does your counselor do these things?" Choose only one answer for each statement (Yes, No, or Not their responsibility).

DOES YOUR SCHOOL COUNSELOR DO THESE THINGS?

		Yes	No	Not their responsibility
a.	Help you learn how to study.	(01) __	(02) __	(03) __
b.	Help you become acquainted with the school (the building, the rules, courses, etc.).	(04) __	(05) __	(06) __
c.	Help you to plan school programs and courses.	(07) __	(08) __	(09) __
d.	Help you plan for education after high school	(10) __	(11) __	(12) __
e.	Help you to learn of ways to finance your education.	(13) __	(14) __	(15) __
f.	Work mostly with college bound students	(16) __	(17) __	(18) __
g.	Help you to plan for careers after high school	(19) __	(20) __	(21) __

DOES YOUR SCHOOL COUNSELOR DO THESE THINGS?	Yes	No	Not their responsibility
h. Help you to find a job when you leave high school.	(22) __	(23) __	(24) __
i. Help you to get part time jobs while in high school, if you so wish.	(25) __	(26) __	(27) __
j. Help you to find out how to qualify for jobs you would like to have.	(28) __	(29) __	(30) __
k. Help you to learn about different jobs.	(31) __	(32) __	(33) __
l. Help you to learn how to get along better with others.	(34) __	(35) __	(36) __
m. Attempt to help you to solve personal problems.	(37) __	(38) __	(39) __
n. Help you find out how to get along better with teachers.	(40) __	(41) __	(42) __
o. Discuss interpersonal relations with you.	(43) __	(44) __	(45) __
p. Discipline you when you are in trouble.	(46) __	(47) __	(48) __
q. Try to help you if you are in trouble.	(49) __	(50) __	(51) __
r. Give and explain to you tests which measure your ability to do school work.	(52) __	(53) __	(54) __
s. Give and explain to you tests that tell your interests.	(55) __	(56) __	(57) __

DOES YOUR SCHOOL COUNSELOR DO THESE THINGS?	Yes	No	Not their responsibility
t. Give and explain to you tests that measure special skills and talents (e.g., mechanical, artistic, etc.).	(58) __	(59) __	(60) __
u. Give and explain to you tests that measure how much you know about school subjects.	(61) __	(62) __	(63) __
v. Keep your records.	(64) __	(65) __	(66) __
w. Help you and your parents understand each other better.	(67) __	(68) __	(69) __
x. Refer you to places outside of school for special help, if necessary (e.g., medical, psychological, etc.).	(70) __	(71) __	(72) __
y. Holds group meetings to discuss problems, school regulations, or other topics.	(73) __	(74) __	(75) __
z. Is interested in and concerned about what you have to say.	(76) __	(77) __	(78) __
aa. Is someone you can trust not to repeat what you told him/her.	(79) __	(80) __	(81) __
bb. Is around when you need him/her.	(82) __	(83) __	(84) __
cc. Helped you in any way.	(85) __	(86) __	(87) __
dd. Respect you.	(88) __	(89) __	(90) __
ee. Express an interest in you as a person.	(91) __	(92) __	(93) __

DOES YOUR SCHOOL COUNSELOR DO THESE THINGS?	Yes	No	Not their responsibility
ff. Try to understand and see your side of an issue.	(94) __	(95) __	(96) __
gg. Make himself/herself available when you need help.	(97) __	(98) __	(99) __

The following is a list of things counselors do. Check the three you believe the counselors in your school spend most of their time doing.

a. Talking to students individually. . __ (85)

b. Meeting with students in groups . . __ (86)

c. Giving tests . . . . . __ (87)

d. Working with parents. . . . . __ (88)

e. Meeting with teachers . . . . . __ (89)

f. Writing transcripts for colleges and recommendations for jobs. . . . __ (90)

g. Keeping the school records up-to-date . . . . . __ (91)

h. Attending meetings outside the school . . . . . __ (92)

In the spaces provided below, feel free to comment on the overall effectiveness of the guidance and counseling program at Suffield High School.

Strong Points:

Weaknesses:

Suggested Improvements:

STUDENT ASPIRATIONS AND PLANS

Please check one of the following: After high school, I would like to . . . .

a. get a job. . . . . __ (93)

b. continue in the job where I am presently working . . . . . __ (94)

c. enlist in the armed forces . . . . __ (95)

d. attend a college or university . . __ (96)

e. attend a junior college . . . . . __ (97)

f. attend a business school . . . . . __ (98)

g. attend a trade or technical school . . . . . __ (99)

h. enroll in a nursing program . . . __ (100)

i. undecided . . . . . __ (101)

j. other . . . . . __ (102)

Please specify: _____

_____

_____

How much chance do you feel there is that you will pursue your plans checked above? (Use check mark, please check one.)

a. Almost certainly will . . . . . __ (103)

b. Pretty good, but not quite certain . . . . . __ (104)

c. Chances are about 50-50 . . . . . __ (105)

d. Probably won't . . . . . __ (106)

e. Very little chance . . . . . __ (107)

If you would like to get a job or to attend school after graduation from high school, which one of the following reasons seems to interfere the most? (Use check mark.)

a. Don't want to move away . . . . . __ (108)

b. Don't know what to do . . . . . __ (109)

c. Don't know how to get information . . . . . __ (110)

d. Grades . . . . . __ (111)

e. Wages . . . . . __ (112)

f. Health . . . . . __ (113)

g. Lack of ability . . . . . __ (114)

h. Lack of ambition . . . . . __ (115)

i. Lack of money . . . . . __ (116)

j. Others (Please specify below) . __ (117)

_____

_____

Table 20 presents the information acquired from the respondents relative to questions a-gg on the Survey. The rather overwhelming amount of data can be easily understood if four major categories are discussed: those items that reveal a consistently high percentage of "yes" responses, those items that reveal a consistently low percentage of "yes" responses, those items that show a high percentage of "not job" responses, those items that show a consistently low percentage of "not job" responses.

There are five items which fall above the seventy-fifth percentile of "yes" responses across all four grade levels. When these items are analysed, it appears that students respond positively to both personally related items and to routine job description items. For instance, items c and v have to do with planning school programs (c) and keeping school records (v). Items z, dd, and ff have to do with the counselors' being interested and concerned about what the student has to say (z), respecting the student (dd), and trying to understand the students' side of an issue (ff).

When the data is reviewed for the items in the "yes" column that consistently received a low percentage of responses (i.e., fifty percent or less), eight items draw attention. Almost all of these items are concerned

with the counselors' job description, none with counselor-student personal relationship. The items which a few students felt were being done by counselors are: helping students learn how to study (a), discussing interpersonal relations with students (o), helping to get students a part-time job while in high school (i), disciplining students who are in trouble (p), explaining tests that tell student interests (s), interpreting tests that measure special skills and talents of students (t), helping students and parents understand each other better (w), referring students to places outside of school for special help (x). The items that have just been reviewed indicate that Suffield High School students feel the counselors are doing most of the thirty-three tasks presented for evaluation. Many of the highest positive responses are for items related to personal relations (z-gg) and most of the low percentages relate to items which are very specific (e.g., vocational testing, referrals to outside agencies) or activities that have not been considered guidance functions in Suffield (e.g., item p).

When the data is reviewed for high percentages of responses to the "not job" category, it is found that there are no response patterns as high as the seventy-fifth percentile. When the evaluators looked at the three highest percentages in this category we find that helping students learn to study (a) has an average

response pattern of 57.8%, disciplining students (p) has an average percentage of 43% and helping students and parents understand each other (w) has an average percentage of 39%. The lowest percentages in the "not job" category fall in the student-counselor category, items y-gg. Once again, the items related to disciplining, teaching students how to study and helping students and parents are those that got the highest rating for not being part of the counselors' job. Items related to the counselors'helping a student become acquainted to his school, developing a course of study and being someone who is concerned, available, respectful and understanding about school issues are seen as being definitely part of the counselors' job.

TABLE 20

PERCENTAGE OF RESPONSES TO QUESTIONS a - w ON HIGH SCHOOL AWARENESS SURVEY

Question	Grade 9 N=182			Grade 10 N=150			Grade 11 N=125			Grade 12 N=120		
	% Yes	% No	% Not Job	% Yes	% No	% Not Job	% Yes	% No	% Not Job	% Yes	% No	% Not Job
a	19	35	46	6	32	62	6	35	59	8	28	64
b	72	22	6	64	32	4	57	30	13	54	30	16
c	81	17	2	83	14	3	83	14	3	84	15	1
d	69	25	6	81	16	3	79	19	1	81	19	0
e	36	49	15	41	43	13	43	49	9	63	30	7
f	23	74	3	27	68	5	25	72	3	31	67	2
g	68	24	8	67	26	7	71	26	3	77	20	3
h	35	36	29	33	41	26	29	37	34	33	40	27
i	38	32	30	41	36	23	27	39	34	44	34	22
j	69	21	10	61	33	6	66	33	1	61	31	8
k	52	31	17	49	41	10	45	42	13	51	40	9
l	34	32	34	23	39	38	28	45	27	25	40	35
m	45	31	24	50	32	18	50	34	16	52	30	18
n	45	42	13	53	40	8	37	48	15	46	39	13
o	23	44	33	24	54	22	25	61	14	28	48	24
p	26	38	36	16	45	39	11	48	41	10	34	56
q	62	24	14	55	29	16	59	28	13	58	19	23
r	37	44	19	31	57	12	53	42	5	55	38	7
s	31	54	15	40	47	13	37	57	6	42	51	7
t	38	50	12	35	55	10	31	64	5	47	47	6
u	47	40	13	28	63	9	47	44	9	53	39	8
v	80	15	5	92	6	2	92	6	2	95	1	4
w	20	39	41	14	44	42	17	52	31	12	42	42

TABLE 20 (Continued)

Question	Grade 9 N=182 % Yes	% No	% Not Job	Grade 10 N=150 % Yes	% No	% Not Job	Grade 11 N=125 % Yes	% No	% Not Job	Grade 12 N=120 % Yes	% No	% Not Job
x	35	51	14	34	51	15	40	49	11	46	32	22
y	51	43	6	42	50	8	36	55	9	46	48	6
z	75	22	3	73	24	3	72	23	5	80	18	2
aa	65	29	6	67	31	3	68	31	1	68	27	5
bb	55	42	3	61	38	1	56	43	1	62	34	4
cc	67	29	4	66	28	6	72	23	5	84	14	2
dd	78	19	3	80	15	5	79	16	5	83	15	2
ee	64	29	6	72	26	2	72	24	4	79	18	3
ff	77	18	5	76	20	4	77	20	3	84	13	3
gg	70	28	2	71	29	0	80	17	3	80	18	2

Table 21 reveals the respondents' opinions relative to what they think members of the Suffield High School guidance staff are doing with their time. When the responses from all the grades are reviewed, counselors are seen most frequently as talking to students individually (a), keeping school records up to date (g), and writing transcripts and job recommendations (f). Those things least considered as taking up a counselor's time are: giving tests (c), meeting with students in groups (b) and attending meetings outside of school (h).

When the data on Table 21 is reviewed for change from grade to grade, it appears that seniors are slightly more aware than the three lower grades of counselors' individual counseling, record keeping and transcript writing tasks. One can only suggest that contacts between counselors and students regarding post-high school plans account for these changes.

TABLE 21

PERCENTAGE OF HIGH SCHOOL STUDENTS' OPINIONS OF COUNSELOR TIME USE

Item	GRADES 9 N=182	10 N=150	11 N=125	12 N=120
a. talking to students individually	30	30	29	32
b. meeting with students in groups	10	5	6	4
c. giving tests	2	2	3	3
d. working with parents	5	4	4	3
e. meeting with teachers	14	15	13	13
f. writing transcripts and job recommendations	15	17	16	18
g. keeping school records up to date	19	20	21	21
h. attending meetings outside of school	5	8	8	6

Tables 22, 23,and 24 deal with information which concerns the aspirations and plans of high school students in Suffield. Table 22 reveals that less than half of the students plan to attend a college or university (d). 55% of the senior class plan to attend either a four year college or a junior college. 10% of the seniors plan to get a job and 8% plan to enlist in the armed forces after graduation. From the ninth to the twelfth grades there are some interesting shifts in the students' post-high school plans. While 16% of the freshman class think they will work after graduation, only 10% of the present senior class are following this goal. Only 4%

of the ninth graders plan on a junior college, but with each class there is an increase in students choosing this educational plan and 12% of the present seniors plan to attend this type of college. On the other hand, when the ninth and twelfth grade student responses are compared, a lower percentage of twelfth graders want to attend business school, want to enroll in a nursing program or attend a trade or technical school.

TABLE 22

PERCENTAGE OF HIGH SCHOOL STUDENTS' POST-HIGH SCHOOL PLANS

Item	GRADES 9 N=182	10 N=150	11 N=125	12 N=120
a. get a job	16	17	8	10
b. continue in the job I am presently working	3	3	5	5
c. enlist in the armed forces	5	5	7	8
d. attend a college or university	42	41	46	43
e. attend a junior college	4	3	7	12
f. attend a business school	6	6	2	4
g. attend a trade or technical school	8	6	7	5
h. enroll in a nursing program	3	2	3	2
i. undecided	10	14	13	7
j. other	4	4	3	4

Table 23 offers an estimate of the respondents' certainty level. More than 50% of each class

feel very certain about the attainment of their stated goals. Only between 1% and 9% of any class are significantly doubtful. All in all, Suffield High students appear to be a confident, determined group. A quick glance at Table 23 reveals some shifts from class to class in the students' certainty levels. The most significant is the upward swing in the percentage of seniors who feel almost certain of attaining their goal. Almost seven out of every ten students in the senior class feel this way.

TABLE 23

PERCENTAGE OF HIGH SCHOOL STUDENTS' ESTIMATING VARIOUS CHANCES OF COMPLETING PLANS STATED IN TABLE 22

Item	GRADES % 9 N=182	% 10 N=150	% 11 N=125	% 12 N=120
a. Almost certainly will	50	55	50	65
b. Pretty good, but not quite certain	27	28	29	24
c. Chances are about 50-50	12	15	13	9
d. Probably won't	2	2	6	1
e. Very little chance	9	0	2	1

Information offered in the Survey data concerning the students' concern relative to sources of interference with their stated goals is presented in Table 24. Two responses stand out as being dominant

ones: "Don't know what to do" (b) and "lack of money" (i). On an average, 24.2% of all Suffield students see their lack of specific future plans as the major obstacle in the future. 21.7% of the same student body cite lack of money as their major obstacle. "Not knowing how to get information" (c) and "grades" are the next two most frequently cited obstacles.

As in Tables 22 and 23, there are interesting variations from grade to grade. For instance, while 23% of the ninth graders and 33% of the tenth graders said that they did not know what to do after graduation, only 17% of the present seniors had this concern. The number of ninth graders, on the other hand, who said they would be willing to move away from home was smaller than the number of seniors with this same feeling. Unfortunately, the number of students who had lack of money as an obstacle did not change significantly from grade to grade and was highest (25%) in the senior class.

TABLE 24

PERCENTAGE OF PRESENT HIGH SCHOOL STUDENTS' OPINIONS ABOUT THINGS THAT MAY POSSIBLY INTERFERE WITH THEIR GETTING A JOB OR ATTENDING SCHOOL AFTER GRADUATION

Reason	GRADES 9 N=182	10 N=170	11 N=125	12 N=120
a. Don't want to move away	4	2	6	10
b. Don't know what to do	23	33	24	17
c. Don't know how to get information	14	13	9	3
d. Grades	15	13	19	19
e. Wages	8	5	9	9
f. Health	2	1	1	3
g. Lack of ability	3	2	2	3
h. Lack of ambition	4	3	4	7
i. Lack of money	20	22	20	25
j. Other	8	6	6	4

MIDDLE SCHOOL FOLLOW-UP SURVEY

Introduction

The Suffield Guidance Department staffing pattern includes a "transitional counselor" who services both the eighth grade in McAlister Middle School and the ninth grade in the High School. It was considered an important part of this investigation's follow-up Survey design to administer an instrument that would provide some data about students' reactions to the transitional counselor position.

The follow-up Survey was administered to one hundred and forty tenth graders. This represents almost 75% of the class. The Survey asked these students to rate twelve guidance services in terms of how much help was provided by the eighth and ninth grade counselor. The students were also asked to comment on whether they met the counselor in individual, small group or class-sized group meetings; whether or not they felt free to contact the counselor; whether or not the services were helpful and what they liked best and least about the eighth and ninth grade guidance and counseling services.

☐☐ ☐☐ ☐☐ ☐☐ ☐☐ Administration Date _____

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078
1-203-668-7384

FOLLOW-UP SURVEY FOR FORMER MIDDLE SCHOOL STUDENTS

Grade 10 Sex M _____ F _____

For each of the following items please check the degree of help you think the eighth and ninth grade counselors were to you.

	Much	Some	Little	Did not seek this service.
a. Selecting courses.	___ (01)	___ (02)	___ (03)	___ (04)
b. Understanding your abilities.	___ (05)	___ (06)	___ (07)	___ (08)
c. Understanding your interests	___ (09)	___ (10)	___ (11)	___ (12)
d. Understanding your values.	___ (13)	___ (14)	___ (15)	___ (16)
e. Solving a problem within your family.	___ (17)	___ (18)	___ (19)	___ (20)
f. Solving a problem with another student.	___ (21)	___ (22)	___ (23)	___ (24)
g. Solving a problem with a teacher.	___ (25)	___ (26)	___ (27)	___ (28)
h. Changing a class.	___ (29)	___ (30)	___ (31)	___ (32)
i. Considering possible vocations (i.e. careers, jobs, job training, schooling, etc.).	___ (33)	___ (34)	___ (35)	___ (36)
j. Solving problems with school work.	___ (37)	___ (38)	___ (39)	___ (40)
k. Helping you to do a better job of making decisions.	___ (41)	___ (42)	___ (43)	___ (44)
l. Others. (Please specify below.)				
_____	___	___	___	___
_____	___	___	___	___

In the Middle School did you meet with your counselor:
(Check as many as you wish.)

in an individual conference? ___ (45)

in a small group session? ___ (46)

in a classroom? ___ (47)

Did you feel free to contact your eighth and ninth grade counselor? (Check one)

Yes ___ (48)

No ___ (49)

Did you feel that the guidance services in the eighth and ninth grades were of help to you? (Check one)

Yes ___ (50)

No ___ (51)

Use the remaining space on this survey to answer the following questions:

1. What did you like best about the counseling and guidance services in the eighth and ninth grades?

2. What did you like least about the counseling and guidance services in the eighth and ninth grades?

Items a through k ask the respondent to evaluate the services generally offered by Middle School and High School counselors. Table 25 presents the results of this section of the Survey. The three most positively rated services were: selecting courses, understanding abilities, understanding interests. The services with the lowest ratings were: solving a problem within the students' families, solving a problem with another student, solving a problem with a teacher. Perhaps one of the most interesting aspects of the data in Table 25, is found in the last column. In five of the twelve categories, more than 50% of the students did not seek the services. The services sought least had to do with solving problems between the student and his family, friends or teachers. It appears that the eighth and ninth graders relied on their counselor most for course selection, ability, interest and vocational counseling.

TABLE 25

PERCENTAGE OF TENTH GRADE STUDENT RESPONSES TO SURVEY ITEMS a - k

Grade 10 (N=140) Survey Item	Response Categories: Much %	Some %	Little %	Did Not Seek Service %
a. Selecting courses	13	42	28	17
b. Understanding your abilities	9	38	25	28
c. Understanding your interest	13	26	29	32
d. Understanding your values	4	27	32	37
e. Solving a problem within your family	4	4	7	85
f. Solving a problem with another student	5	7	10	78
g. Solving a problem with a teacher	9	12	21	58
h. Changing a class	18	17	21	44
i. Considering possible vocations	7	27	20	46
j. Solving problems with school work	5	13	23	59
k. Helping you to do a better job of making decisions	6	11	23	60

Table 26 presents summary data of the respondents' recollections of the type of contact, if any, they remembered having with the counselor. Of the total number of responses (students could respond to more than one type of contact), the most frequent contact with the counselor was on an individual basis. The least frequent was in a class setting.

TABLE 26

PERCENTAGE OF STUDENT-COUNSELOR CONTACTS REMEMBERED BY TENTH GRADE STUDENTS

Item	Grade 10 %
Individual Conference	64
Small Group Session	29
Classroom Meeting	7

Table 27 presents the data to the last two Survey questions. These results indicate that the majority of students feel comfortable contacting their counselor and, of those that dealt with the counselor in the eighth and ninth grades, the majority felt that the services were helpful.

TABLE 27

PERCENTAGE OF STUDENTS' EVALUATION OF COUNSELOR AVAILABILITY AND OF HELPFULNESS OF GUIDANCE SERVICES

Item	Grade 10 (N=140) Yes %	No %
Did you feel free to contact your counselor?	64	35
Did you feel that the guidance services in the eighth and ninth grades were of help to you?	56	44

The last two questions ask the tenth graders to indicate what they liked best and least about the guidance services in the eighth and ninth grades. Representative answers are presented below:

1. What did you like best about the counseling and guidance services in the eighth and ninth grades?

"I don't believe I met with a counselor in the eighth grade. In ninth grade my counselor helped me to decide whether or not to take a higher phase in English."

"I can't remember that far back."

"I did not seek much guidance help in eighth grade nor in ninth grade. I guess the best thing about guidance is that I learned how to use it.

"Nothing."

"The only help I received was that which the rest of the eighth graders received before they came into the high school.

"In ninth grade, the service helped me straighten out any problems with classes I had."

"I never used the guidance. They were always too busy."

"They helped me out a lot and we had a good time.

"Easy to get to, no hassle."

"My counselors."

2. What did you like least about the counseling and guidance services in the eighth and ninth grades?

"There was too much trouble changing a course."

"I didn't really know they were there. They never helped me much because I never needed them."

"Everything."

"They were really hard to see in ninth

grade if you signed up they never sent you a pass."

"That you couldn't see her or him only on certain days. They shouldn't have her or him over at the high school for two and then over at the junior high. They should have two for high school and one for junior high."

"Sometimes you couldn't get in for quite a while."

"The only people the guidance department seems to care about are the lower phase kids or the ones that act like thugs. Whenever the kids in honor classes come in we get the impression 'you don't have any pressing problems and you get good grades so don't bother us!'"

MIDDLE SCHOOL GUIDANCE
AWARENESS SURVEY

Introduction

It is felt that the eighth grade provides a valid sample of students exposed to the Middle School guidance program, grades six through eight. The test was administered early in May so that the eighth grade students would have sampled the course selection process for their ninth grade placement and would, therefore, be able to comment on its value to them.

English teachers were asked to administer the instrument to their classes on a target date. Middle School students helped to tally and sort the results. Members of the high school business department calculated the necessary percentages.

The Middle School Guidance Awareness Survey is comprised of three sections. The first section presents a series of statements (items a-q). The student is asked to indicate whether or not a counselor should perform the specified task and to also indicate whether or not the school counselor actually does perform the task. Therefore, for each of the first seventeen items, students are asked to make two responses. The second section of the Survey asks

the students to indicate what three things they think the counselors do most frequently. The third section asks the students to state what they like most and least about the Middle School Guidance Department.

Administration Date _____

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078
1-203-668-7384

MIDDLE SCHOOL GUIDANCE AWARENESS SURVEY

Sex (check one) Female __ Male __ Grade 8

Directions: In this part of the survey, you are presented with a series of statements which are located in the middle of the page. On the right and left hand sides of these statements are columns of blanks under the headings "Yes" or "No". Each side represents a different question which is stated at the top of the columns. For every individual statement you should reply with either a "Yes" or "No" answer on each side.

Do you want your school counselor to help you by doing the following things?			Does your school counselor do these things?	
Yes	No		Yes	No
(01) ___	(02) ___	a. Help you learn how to study.	(03) ___	(04) ___
(05) ___	(06) ___	b. Help you become acquainted with the school (the building, the rules, courses, etc.)	(07) ___	(08) ___
(09) ___	(10) ___	c. Help you plan your school program and courses.	(11) ___	(12) ___
(13) ___	(14) ___	d. Meet with you periodically to see how you are doing.	(15) ___	(16) ___
(17) ___	(18) ___	e. Help you to learn about different jobs (careers).	(19) ___	(20) ___
(21) ___	(22) ___	f. Help you learn how to get along better with others.	(23) ___	(24) ___

Do you want your school counselor to help you by doing the following things?				Does your school counselor do these things?			
	Yes	No			Yes	No	
(25)	___	(26) ___	g. Help you with personal problems.	(27)	___	(28)	___
(29)	___	(30) ___	h. Help you find out how to get along better with teachers.	(31)	___	(32)	___
(33)	___	(34) ___	i. Keep your school records.	(35)	___	(36)	___
(37)	___	(38) ___	j. Give you standardized tests.	(39)	___	(40)	___
(41)	___	(42) ___	k. Interpret your standardized test results.	(43)	___	(44)	___
(45)	___	(46) ___	l. Help you become more aware of your abilities.	(47)	___	(48)	___
(49)	___	(50) ___	m. Help you become more aware of your interests.	(51)	___	(52)	___
(53)	___	(54) ___	n. Hold group meetings to discuss problems, school regulations, or other topics.	(55)	___	(56)	___
(57)	___	(58) ___	o. Be interested in what you have to say.	(59)	___	(60)	___
(61)	___	(62) ___	p. Be someone you can trust not to repeat what you told him/her.	(63)	___	(64)	___
(65)	___	(66) ___	q. Be available when you need him/her.	(67)	___	(68)	___

Directions: Below is a list of some things counselors do. Check the three you believe your counselor does most frequently.

69. Talking to students individually. (69) __

70. Talking with students in groups. (70) __

71. Giving tests. (71) __

72. Talking with parents. (72) __

73. Talking with teachers and administrators. (73) __

74. Keeping your school records up-to-date. (74) __

Directions: Use the remaining space on this survey (back side also) to answer the following questions.

a. What do your like best about the guidance and counseling services in the Middle School?

b. What do you like least about the guidance and counseling services in the Middle School?

Findings and Discussion

Table 28 presents the data generated by the Survey. The responses to columns 1 and 2 indicate what percentage of students feel a particular task should or should not be done by counselors. Responses to column 3 and 4 indicate the degree to which students feel the task is currently being done. When the items are reviewed for those of which less than 50% of the students think guidance counselors should do, items a, f, h, and j meet the criterion. These items, helping students learn to study (a, 38%), giving standardized tests (j, 35%), helping students learn how to get along with others (f, 45%), and helping students to get along better with teachers (h, 49%) are consistent with responses of students in the ninth through twelfth grades. (See Table 20 on page 176.) Students feel strongly that counselors should do most of the remaining items. The four with the highest percentages are: helping students become acquainted with the school (b, 89%), being interested in what students say (o, 89%), being available to students when they need a counselor (q, 87%), and being someone who can be trusted not to repeat what has been said (p, 86%).

When columns 3 and 4 of Table 28 are compared with columns 1 and 2, it is possible to discern areas of discrepancy between student expectations of counselor

services and the actual presence of those services. In several cases, the difference is worthy of further attention by the guidance staff. When the statements are taken in order, large discrepancies (ten or more percentage points) are found in these areas: periodic meetings to check on student progress (d), career information (e), helping students deal with teachers (h), interpreting standardized test results (k), helping students better understand their abilities and interests (l,m), leading group meetings to discuss problems . . . (n), being interested in what students say (o), being trusted to keep confidential material (p), being available when needed (q).

TABLE 28

PERCENTAGE OF SUBJECT RESPONSES TO QUESTIONS a-q ON THE MIDDLE SCHOOL GUIDANCE AWARENESS SURVEY

KEY

Should Do
1. Yes
2. No

Does Do
3. Yes
4. No

McALISTER MIDDLE SCHOOL

Grade 8

(N=124)

Item	1 Yes	2 No	3 Yes	4 No
a. Help you learn how to study	38	63	20	80
b. Help you become acquainted with the school (the building, the rules, courses)	74	26	64	36
c. Help you plan your school program and courses	89	11	83	17
d. Meet with you periodically to see how you are doing	54	46	27	73
e. Help you to learn about different jobs (careers)	78	12	31	69
f. Help you learn how to get along better with others	45	55	34	66
g. Help you with your personal problems	51	49	43	57
h. Help you find out how to get along better with teachers	49	51	33	67
i. Keep your school records	70	30	76	24
j. Give you standardized tests	35	65	40	60
k. Interpret your standardized test results	53	47	28	72
l. Help you become more aware of your abilities	75	25	43	57
m. Help you become more aware of your interests	68	32	35	65
n. Hold group meetings to discuss problems, school regulations, or other topics	56	44	39	61
o. Be interested in what you have to say	89	11	72	28
p. Be someone you can trust not to repeat what you told him/her	86	14	72	28
q. Be available when you need him/her	87	13	45	55

Section two asks the eighth grade students to indicate which activities the counselors do most frequently. Table 29 presents their responses in terms of

percentages and a corresponding rank order. "Talking to students individually" makes up 86% of the selections; "talking with teachers and administrators" makes up 79% of the responses. The most infrequently selected item was "giving tests" (11%).

TABLE 29

PERCENTAGE OF SUBJECT RESPONSES TO QUESTIONS 69-74 ON THE MIDDLE SCHOOL GUIDANCE AWARENESS SURVEY

McALISTER MIDDLE SCHOOL
Grade 8
(N=124)

	Item	%	Rank
69.	Talking to students individually	86	1
70.	Talking with students in groups	35	4.5
71.	Giving Tests	11	6
72.	Talking with parents	53	3
73.	Talking with teachers and administrators	79	2
74.	Keeping your school records up to date	36	4.5

The last section of the Survey presents an opportunity to obtain unstructured responses from students about the strengths and weaknesses of the Middle School Guidance Department. Some representative comments follow:

Strengths:

"The rooms look lived in and not like an office."

"Being able to talk freely with him/her without

telling others. Helping you with your problems that you might have."

"They talk to you privately and answer any questions you have."

"The counseling in this school is available readily. At our age we are confused a lot and need help."

Weaknesses:

"Nothing"

"I wish they would do more things and get more involved with all the kids not just the kids that go to them for help or whatever."

"They are not always there when you need them."

"Once you get involved, you are always involved."

SURVEY OF FORMER ELEMENTARY STUDENTS
AND
ELEMENTARY STUDENT GUIDANCE AWARENESS SURVEY

Comment

It was planned to have data on both the current sixth grade students' perceptions of the elementary guidance program as well as the guidance awareness of current elementary students for this Self-Study. The selected instruments were administered in April to fifty percent of the sixth graders and to fifteen percent of the elementary students. Unfortunately, because of some administration biases and vague questions, the researchers feel the results are invalid. Both instruments will be re-designed and re-administered in the fall to the appropriate populations.

COAL DEVELOPMENT

Introduction

The Self-Study Process

The Self-Evaluation materials presented in the preceding chapters provide information about the perceptions of various publics of Suffield's guidance and counseling services. The Self-Study is an important evaluative stage in the development of a guidance program which is to meet expressed needs, because it articulates the variety and quality of the services currently offered. It is with only the type of data presented by a Self-Study that guidance programs can be develped through a rational decision-making process.

While it is important to assess the perceptions parents, students, teachers, Board of Education members, counselors and administrators have of the present guidance and counseling services, it is equally important to articulate those services which each of these populations would like met by a guidance program. The Self-Study process systematically evaluated the perceptions of these groups about existing guidance services but did not directly ask what each population would want accomplished by a guidance program in the future and what priority they put on these needs. To gather these goals for guidance services, a model of

goal development was designed and implemented.

THE GOAL-DEVELOPMENT PROCESS

Brainstorming

It was decided that a representative sample of parents, students and teachers, along with the full populations of administrators, counselors and Board of Education members would be included in the goal development process. Because it was important to insure that each participant responded freely and openly to questions about what guidance in Suffield should accomplish for each referent population, Brainstorming was used. Participants were instructed in the Brainstorming technique, given practice trials and then asked to Brainstorm around this situation: "Given the absence of physical, monetary or staffing constraints, what are those things you would want Suffield guidance counselors to accomplish or achieve for you?" The participants' responses were written on a large sheet that was visible to the entire group. At the end of ten or twelve minutes, the items were reviewed and clarified by the group. Duplicate statements were eliminated and major categories of responses were developed. The project director then took the individual responses and grouped them under category headings. An attempt was made to maintain the wording and intent of each response as much as possible while grouping them

under headings.

Goal Rating Process

When the categories and their related activities were arranged, they were returned to as many members of the respondent populations as was practical (i.e., counselors, administrators, teachers and Board of Education members were asked to rate these statements. The thirty parents who participated in Brainstorming were asked to represent the parent population and to rate the statements.). When the statements were rated and returned, an arithmetic average for each category was calculated for each respondent by adding the ratings under each category and dividing this sum by the number of statements under that particular category (e.g., if four statements under a category had a total rating of 21, then the average for that category would be 5.25--21÷5--). An average group score for each category was then calculated by adding the average scores and dividing by the number of respondents. With this data, a prioritized list of categories was developed. A sample set of materials is presented to provide the reader with a more concrete idea of the materials and processes used. These materials are to be found on pages 207 through 215.

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut

TO: Dr. Berger, Mr. Brown, Mr. Cecchini, Dr. Evans, Mr. Humphrey, Mr. Kula, Mr. Lincoln, Mr. Lopes, Mrs. Oleksak

FROM: L. Borsari

RE: Development of Guidance Goals

DATE: March 4, 1974

Please find attached a list of guidance goals which reflect the product of your Brain Storming on February 1. I have taken the liberty of grouping almost one hundred individual items into twenty-five major categories. I have made no attempt to re-work the items to make them more compatible with my category.

Before we reconvene in March to make final decisions on goal statements which are to represent the administrators' thoughts about desirable guidance goals in Suffield, it would be helpful if you would read these goal statements, make an initial rating, and add any area(s) that may, in your opinion, be lacking.

I have taken the liberty of also including a copy of the administrative document 6140.1. Since we believe that guidance goals should be corollaries of system-wide philosophies and goals, this document may be helpful in insuring the desired compatibility between system-wide and departmental goal statements.

I thank you in advance for your cooperation.

Rating Scale

5 = very important, critical, or essential

4 = above average in importance

3 = average importance

2 = below average

1 = unimportant, inappropriate, irrelevant

Guidance Goals
Developed by Administrative Council
Statement #1

		Rating
1.	To provide group and individual counseling services.	
	To provide group counseling experiences which focus on a defined task.	
	To provide counseling services for students.	
	To provide counseling services for parents.	
	To provide counseling services for teachers.	
	To be available for students who have the need to talk with an adult.	
	To be available to staff for personal consultations.	
	To provide counseling services for people with personal problems.	
2.	To advise the administration and staff in matters related to the social sciences and education.	
	To understand scientific methods as they apply to the social sciences.	
	To bring research findings of others into the school.	
	To provide advice.	
	To be knowledgeable about the services of various community agencies.	
	To be knowledgeable of the application of learning theory in the public schools.	
	To act as an advisor on curriculum matters.	
	To advise the principal on school policy matters.	
	To be sources of information about guidance practices.	
	To be a resource person.	
	To act as consultant to the administration on matters concerning human development.	
3.	To provide career education experience to students.	
	To provide career education information to students.	
	To provide career education library.	
	To facilitate work study experiences for the students.	

Guidance Goals
Developed by Administrative Council
Statement #1

		Rating
	To be aware of job opportunities in the Suffield area.	
	To advise the administration and staff on matters related to child development and good mental health practices.	
	To recognize the needs of children.	
	To recognize the need of parents.	
	To act as an advisor in matters concerning child development.	
	To facilitate mental health principles in the public school.	
	To provide a model of effective and rewarding human relations.	
	To model a positive attitude towards children and other adults.	
	To demonstrate caring attitudes towards all students	
	To demonstrate concern for all students.	
	To act as a source of inspiration to others.	
	To model the advantages for friendships with others.	
	To demonstrate compassion for students in need.	
	To assist in staff development activities.	
	To participate in the selection of new staff members.	
	To demonstrate student management techniques for the staff.	
	To help the staff understand and use appropriate behavior mod techniques.	
	To provide leadership within the school community.	
	To recognize the needs of teachers.	
	To help shape the attitude of the staff.	
	To help improve the morale in each building.	
	To be aware of atypical situations among the student and faculty populations.	
	To be aware of students who are not attending school and to facilitate the reinvolvement of these students in school.	

Guidance Goals
Developed by Administrative Council
Statement #1

		Rating
	To be aware of special medical conditions of students.	
	To conduct meaningful research during the school year.	
8.	To work with parents and students outside of the public school buildings.	
	To visit the homes of special students.	
9.	To assist in budget development.	
	To assist in the development of the guidance budget.	
	To assist in the development of the school budget.	
10.	To keep accurate, current records.	
	To prepare developmental histories for families and children.	
	To keep accurate notes on all conferences.	
	To keep cumulative records accurate and up to date.	
11.	To facilitate clear, open communication.	
	To participate actively in PPT's.	
	To act as a clarifier during conferences.	
	To clarify available options.	
	To interpret different forms of communication.	
	To be a discussion leader.	
	To talk with directors.	
12.	To participate in evaluation activities.	
	To participate in the development of school goals.	
	To have the guidance program provide for continuous evaluation of its goals.	
	To assist in curriculum evaluation activities.	
13.	To consult on test-related matters.	
	To help construct local normed tests.	

Guidance Goals
Developed by Administrative Council
Statement #1

		Rating
	To review test results.	
	To be responsible for writing referrals to special services.	
	To select appropriate achievement tests.	
	To administer selected achievement tests.	
	To interpret psychological test results.	
	To administer individual and group tests.	
	To interpret the scores of individuals and group achievement tests.	
	To interpret test results.	
10.	To inform the public about Suffield's guidance services.	
	To speak to public groups concerning Suffield's guidance program.	
	To assist in scheduling of students into classes and other activities.	
11.	To be actively involved with the development of new programs.	
	To be sources of innovation within the school system.	
	To serve on committees for the development of new programs.	
	To be an educational planner.	
	To be an educational philosopher.	
	To act as a provocateur on educational issues.	
	To facilitate college placement activities.	
	To facilitate job placement.	
12.	Coordination of Guidance Services	
	To coordinate students and tutor activities.	
	To be responsible for the coordination of guidance services for students.	
	To be responsible for the planning of PPT's.	

Guidance Goals
Developed by Administrative Council
Statement #1

		Rating
	To provide refreshments at meetings.	
17.	To facilitate the development of decision making skills.	
	To assist students to develop the skills and attitudes necessary for responsible decision making.	
18.	To facilitate development of self-confidence.	
	To assist each student towards the development and achievement of a positive self-concept.	
	To help students develop a positive self-confidence.	
	To handle all personal materials in a confidential manner.	
	To assist students develop a responsible social awareness.	
	To initiate activities which will facilitate student leadership development.	
2[illegible].	To understand and meet the needs of children.	
	To understand the developmental aspects of children.	
	To be knowledgeable about pre-school information and resources.	
	To provide orientation programs for children.	
	To be concerned with the whole child.	
	To facilitate appropriate child placement.	
	To assist students in clarification of their values.	

AVERAGE SCORE OF ADMINISTRATORS' RESPONSES

Goal Number	Administrator Number							Total
	1	2	3	4	5	6	7	
1	4.6	3.6	3.3	4	3	3.4	3.7	25.6
2	3.8	3.8	3	4.4	2.4	3.2	3.9	24.5
3	2.5	3	2	3	2.8	4.8	4.8	22.9
4	5	4.5	5	4.3	2.8	4.3	3.3	29.2
5	5	4.5	5	3.2	2.5	4.5	3.7	28.4
6	4.3	3.7	3.9	3.7	2.9	3.6	3.4	25.5
7	4	4	2.5	3.3	2.7	3.7	4.7	24.9
8	3	3	3	2	1	3	4	19.0
9	3.5	2.5	2.5	3	2	3	3	19.5
10	5	4.7	4	3	3.3	4	4	28.0
11	4.2	3.5	4.7	3.2	3	3.3	4	25.9
12	4	3.7	3.7	5	2.7	3.3	3.3	25.7
13	3.6	4.8	3.9	3	2.9	2.7	3	23.9
14	4	3	4.5	3.5	2.5	4	3.5	25.0
15	2.9	3.3	2.9	4.1	2.4	3.7	4	23.3
16	3.5	3.8	4	3	3.3	3	3.3	23.9
17	4	5	5	5	4	5	4	32
18	4.2	5	4.6	4.6	3.6	4.2	4.2	30.4
19	4.5	4.7	4.5	3.5	3	4.2	4.7	29.1

GUIDANCE EVALUATION PROJECT
SUFFIELD, CONNECTICUT

May 1, 1974

Guidance Goals
Developed by Administrative Council
Statement #2

Priority

1. Development of students' decision making skills.
2. Development of students' self-confidence.
3. Consultation with administration and staff on matters related to child development and good mental health practices.
4. Understanding and meeting the needs of children.
5. Demonstration of effective and rewarding human relations.
6. Maintenance of accurate current records.
7. Facilitation of clear, open communication.
8. Participation in evaluation activities.
9. Maintenance of group and individual counseling services.
10. Assistance in staff development activities.
11. Public dissemination of information concerning Suffield's guidance services.
12. Awareness of atypical situations among the student and faculty populations.
13. Consultation with administration and staff in matters related to social sciences and education.
14.5. Coordination of guidance services.
14.5. Consultation on test related matters.
16. Active involvement with the development of new programs.
17. Provision of career education experiences for students.
18. Assistance in budget development.
19. Working with parents and students outside of the public school building.

Development of Guidance Goals.

After each group had rated the guidance goals and a list of prioritized statements was developed, all the data was reviewed in order to develop a master list of goal statements which reflected at least the highest ten priorities of each group. The first goals that were selected for the master list were those that were common to all the groups. The second set of goals selected for the master list were those that were common to four of the groups. This process continued until eighteen goal statements and related activities were determined. These statements were presented at a Workshop on June 12. At this Workshop, fifty-five participants representing the parent, student, teacher, counselor, administrator and Board of Education populations came together to discuss and rank the eighteen statements. A method of prioritization developed by Phi Delta Kappa was used. Dr. Philip Saif, Evaluation Consultant from the Capitol Region Education Council (C. R. E. C.) directed the workshop. In two hours the process was completed and the eighteen goals were prioritized. See pages 217 through 220 for the full goal statements and the final prioritization.

GUIDANCE GOALS STATEMENT # 2 JUNE 10, 1974

1. PROVIDE CONSULTATIVE SERVICES
   A. To teachers, parents and administration about student problems and scheduling.
   B. To teachers about new students.
   C. To administration and staff about current guidance practices.

2. INFORM PUBLICS ABOUT GUIDANCE SERVICES
   A. To inform parents, students and teachers about guidance services.
   B. To produce periodic guidance newsletters.

3. MAINTAIN ACCURATE AND CURRENT SCHOOL RECORDS
   A. To develop a policy of record keeping.
   B. To provide relevant educational information on a student.
   C. To keep testing records.

4. BE AVAILABLE TO VARIOUS PUBLICS
   A. To maintain an open door policy for all parents, students, teachers.
   B. To be in the guidance office when students are free to see counselors.

5. DEVELOP DECISION-MAKING SKILLS
   A. To develop the students' skills and attitudes for responsible decision making.
   B. To help students recognize and select action to achieve a stated goal.

6. DEVELOP STUDENTS' SELF CONFIDENCE
   A. To develop and achieve positive self image.
   B. To develop social skills
   C. To understand and be proud of personal skills and abilities.

7. CAREER, VOCATIONAL, COLLEGE COUNSELING
   A. To provide current, accurate information.
   B. To expose students to adults from different careers, vocations, and colleges.
   C. To provide appropriate tests to help in placement counseling.

8. EVALUATION ACTIVITIES
   A. To evaluate how well guidance objectives are being met.
   B. To regularly ask students, parents, teachers and administrators about the effectiveness of guidance services.

9. DIAGNOSTIC AND REMEDIAL SERVICES
   A. To facilitate necessary diagnostic testing.
   B. To work with teachers and other specialists to develop and implement individualized programs.

10. MEETING THE NEEDS OF ALL THE STUDENTS
   A. To understand the developmental needs of the students.
   B. To facilitate appropriate educational placement.
   C. To be concerned with the educational needs of all children.

11. HUMAN RELATIONS AND COMMUNICATIONS
   A. To model a positive attitude towards children and other adults.
   B. To facilitate communication between academic and non-academic areas.
   C. To demonstrate compassion for students in need of adult assistance.

12. INDIVIDUAL AND GROUP COUNSELING
   A. To provide individual and group counseling experiences for students.

13. FACILITATION OF COMMUNICATION AMONG TEACHERS
   A. To facilitate communication among teachers who have the same students.
   B. To provide teachers with important information concerning the students' school performance.

14. GROUP TESTING PROGRAM
   A. To select and administer group achievement and ability tests.
   B. To measure and evaluate the academic progress of Suffield students.
   C. To provide explanations of the test results to students, parents, teachers.

15. ASSISTANCE IN STAFF DEVELOPMENT
    A. To demonstrate student management techniques.
    B. To help explain and demonstrate appropriate behavioral modification techniques.

16. ASSISTANCE TO PARENTS
    A. To understand the demands and problems of parenthood..
    B. To provide educational and therapeutic information for parents requesting it.
    C. To assist parents through difficult child rearing situations.
    D. To deal with parents honestly and directly.

17. FAMILIARITY WITH EVERY COUNSELEE
    A. To see each counselee at least once a year.
    B. To review report cards regularly.
    C. To see students about failing grades.

18. GUIDANCE PROGRAM MANAGEMENT
    A. To coordinate K-12 guidance activities and procedures.
    B. To develop guidance goals and objectives.

GUIDANCE GOALS

THESE ARE NOT IN ANY ORDER OF IMPORTANCE

PRIORITIZED GUIDANCE GOALS
DEVELOPED AT GOAL WORKSHOP
JUNE 12, 1974

Priority	Goal
1.	CAREER, VOCATIONAL, COLLEGE COUNSELING
2.	DEVELOP STUDENTS' SELF CONFIDENCE
3.	MEETING THE NEEDS OF ALL THE STUDENTS
4.	DEVELOP DECISION-MAKING SKILLS
5.	HUMAN RELATIONS AND COMMUNICATIONS
6.	GUIDANCE PROGRAM MANAGEMENT
7.	FAMILIARITY WITH EVERY COUNSELEE
8.5	ASSISTANCE TO PARENTS
8.5	INDIVIDUAL AND GROUP COUNSELING
10.	PROVIDE CONSULTATIVE SERVICES
11.	DIAGNOSTIC AND REMEDIAL SERVICES
12.	BE AVAILABLE TO VARIOUS PUBLICS
13.5	MAINTAIN ACCURATE AND CURRENT SCHOOL RECORDS
13.5	FACILITATION OF COMMUNICATION AMONG TEACHERS
15.	INFORM PUBLICS ABOUT GUIDANCE SERVICES
16.5	GROUP TESTING PROGRAM
16.5	ASSISTANCE IN STAFF DEVELOPMENT
18.	EVALUATION ACTIVITIES

Results of the Process

Throughout the year, hundreds of people in Suffield were involved in discussions about goal setting, guidance activities and general evaluation issues. These discussions, it is felt, did much to make people aware of the time, hard work and commitment required to develop meaningful goal statements for the guidance program or any other educational program. Many people came to realize that in order to have an accountable and responsive guidance program, many different populations have to be surveyed, brought into meaningful dialogue with each other. The major result of this process was the increased understanding and dialogue it facilitated. This dialogue helped everyone grow in their understanding of what Suffield guidance services should be in the future and for the first time, the guidance staff had a good idea of how these different populations felt about guidance services. No longer is the Suffield Guidance Department operating from vague feelings about "staff and community needs." Now it knows, rather specifically, what those needs are.

Limitation of the Process.

There were three major limitations to the goal development process that are now clear to the researchers. First, in an attempt to facilitate a

free flow of ideas during the Brainstorming sessions, the obtained data was in the form of guidance activities and objectives rather than more abstract goal statements. At the time of the Brainstorming sessions, this was recognized, but it was thought that goal statements could be easily induced from the objectives. This assumption, while not being incorrect, was more difficult to actualize than had been anticipated. As a result, the final eighteen statements presented at the June 12 Workshop were not all goal statements. Some were, in fact, goals but others were statements of guidance objectives.

The second limitation was to be found in the tremendous variation of information the workshop participants had about the goal selection process and current guidance program. This information discrepancy lead to several unexpected statement priorities which probably do not truly represent the populations' feelings.

The third limitation was that during the Workshop, the participants did not have enough opportunity to discuss and negotiate their feelings about guidance statements with enough other participants. Many participants expected the process to allow for more dialogue than it, in fact, did.

Recommendations.

It is recommended that early in the fall of 1974, the guidance staff review all the data from Brainstorming sessions and develop pure goal statements to reflect this data. It is also recommended that another workshop be held early in the school year to prioritize the developed goal statements. Prior to this workshop, participants should be given information to help them gain a common ground of understanding of the goal statements, the purpose of the workshop and the current guidance practices in Suffield. Finally, it is recommended that the workshop provide more time for participants to exchange ideas about guidance goals so that the final priority will reflect a consensus of the entire group.

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